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ABSTRACT

This curriculum guide, designed for use with secondary migrant students, contains activities in the reading areas of structural analysis, literal comprehension, inferential comprehension, vocabulary, and reading in the content areas. Within these four broad areas, activities are presented in the following specific skill areas: (1) hearing syllables; (2) using syllables; (3) root words; (4) compound words; (5) contractions; (6) prefixes; (7) suffixes; (8) main idea; (9) related details; (10) classification; (11) sequence; (12) conclusion; (13) following directions; (14) cause and effect; (15) generalization; (16) figurative language; (17) summarizing; (18) punctuation; (19) critical (creative) reading; (20) predicting outcomes; (21) sight words; (22) multiple meanings; (23) time and identity signal words; (24) word meanings; (25) context; (26) appropriate reading speeds; (27) following directions; (28) chart, graph, and map reading; (29) locational skills; and (30) organizing. The skills are correlated with the numerical coding of the Reading Skills List published by the Migrant Student Record Transfer System. Each activity page contains the skill name and number, the objective, directions, and follow-up activities. The pages are illustrated, with many suitable for reproduction for classroom use. The functional reading activities are presented in a high interest format, emphasizing games and "hands on" approaches. (KS)

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MIGRANT EDUCATION

Color Your Classroom IV

A Reading Guide On the Secondary Level

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Color Your Classroom IV

A Reading Guide on the Secondary Level

Color Your Classroom
is a product of Mississippi Migrant Education

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The Secondary Reading Curriculum Guide was developed in correlation with the numerical coding of the Reading Skills List published by the Migrant Student Record Transfer System.

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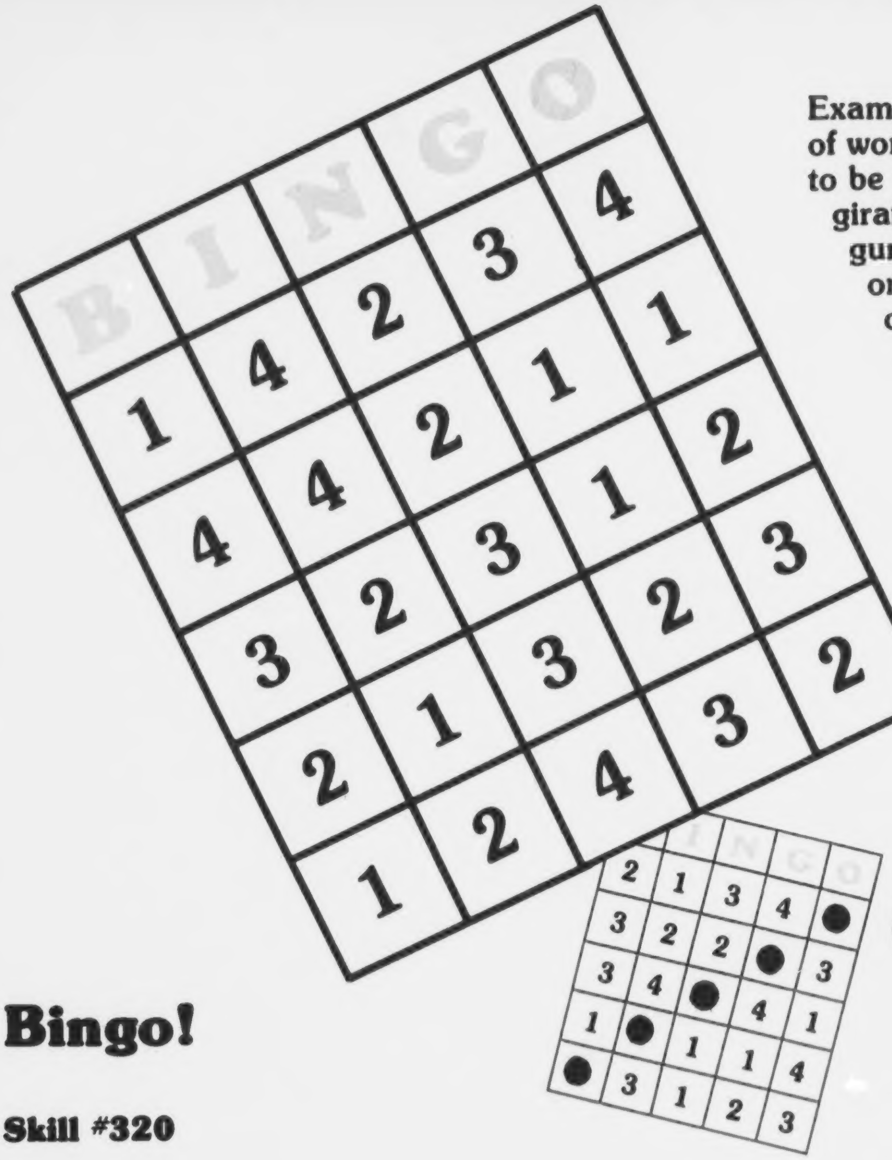


B	I	N	G	O
1	4	2	3	4
4	4	2	1	1
3	2	3	1	2
2	1	3	2	3
1	2	4	3	2

B	I	N	G	O
2	1	3	4	●
3	2	2	●	3
3	4	●	4	1
1	●	1	1	4
●	3	1	2	3

Examples of words to be used:

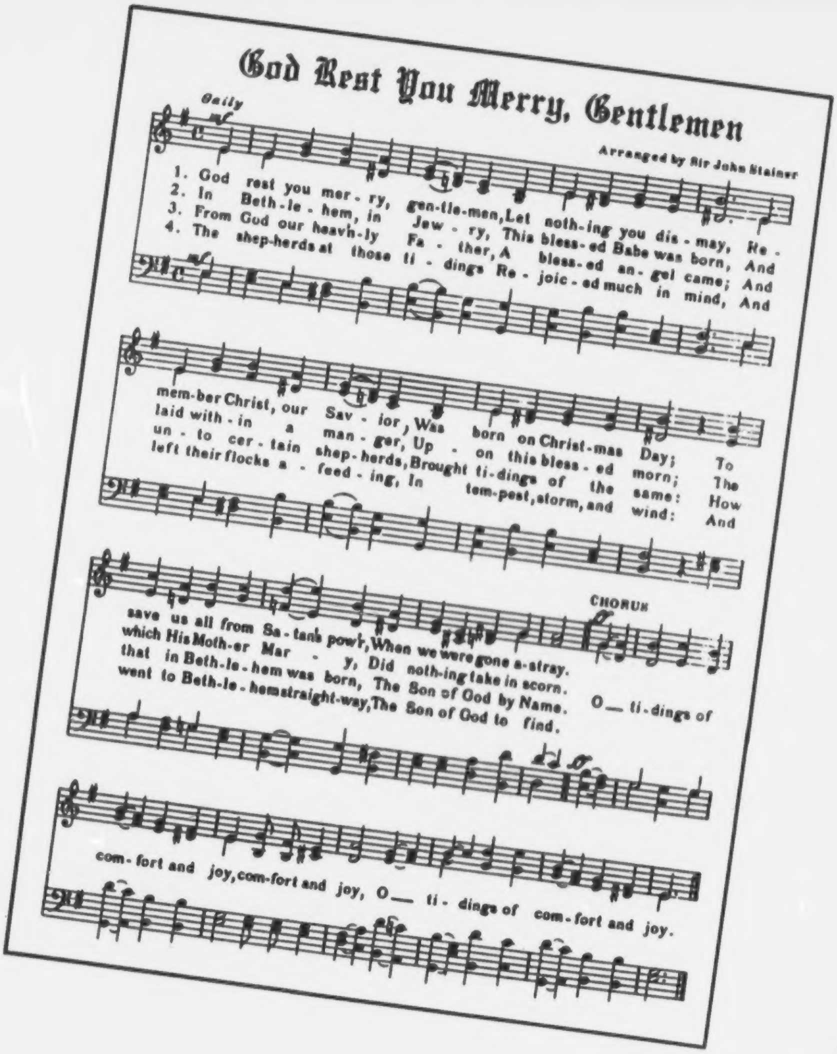
- giraffe
- gum
- order
- origami
- number
- nuclear
- investigate
- immense
- banana
- balloon

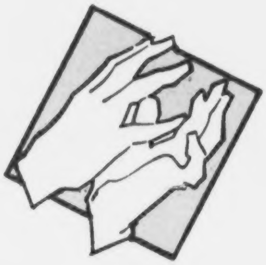
Bingo!

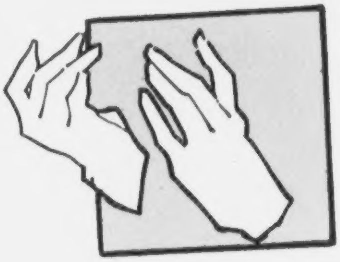
Skill #320

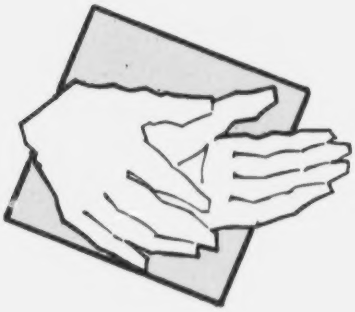
Objective:
The student will identify the natural division of a word.

Directions:
Provide students with "Bingo" cards, like the one shown above, making sure the sequence of numerals is different on each card. Using the dictionary as a reference, make a list of words containing a variety of syllables under each letter. Call out words under each letter; for example, under "G," use "giraffe." If the student has a "2" under "G," he may put a token on it because giraffe contains two syllables. The student may only put one token down during a turn. The winner is the first student to cover five squares horizontally, vertically or diagonally. Check words off the list as you go so students may be checked after winning.


God Rest You Merry, Gentlemen
Gaily
Arranged by Sir John Stainer
1. God rest you mer - ry, gen-tle-men, Let noth-ing you dis - may, Re - mem-ber Christ, our Sav - ior, Was born on Christ-mas Day; To save us all from Sa - tan's pow'r, When we were gone a-stray.
2. In Beth - le - hem, in Jew - ry, This bless - ed Babe was born, And laid with - in a man - ger, Up - on this bless - ed morn; The which His Moth-er Mar - y, Did noth-ing take in scorn.
3. From God our heav'n-ly Fa - ther, A bless - ed an - gel came; And un - to cer - tain shep - herds, Brought ti - dings of the same: How that in Beth-le - hem was born, The Son of God by Name.
4. The shep-herds at those ti - dings Re - joic - ed much in mind, And left their flocks a - feed - ing, In tem-pest, storm, and wind: And went to Beth-le - hem straight-way, The Son of God to find.
CHORUS
O — ti-dings of com-fort and joy, com-fort and joy, O — ti - dings of com-fort and joy.







Clapping Hands

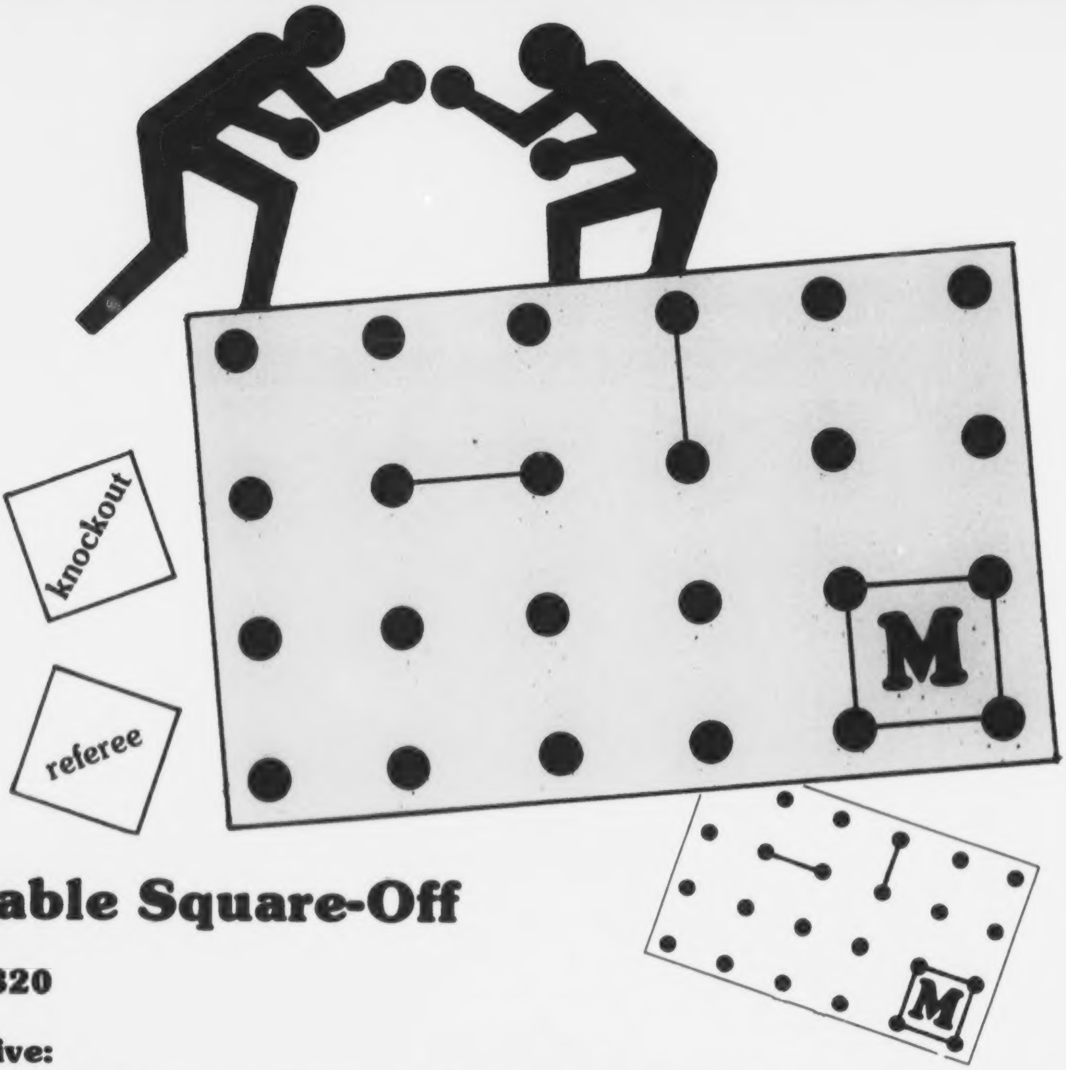
Skill #320

Objective:
The student will clap to identify syllables.

Directions:
Have students clap to the syllables of a song while either singing or listening to the lyrics. Then have the students clap out the syllables without the music.

Follow-up Activities:

1. Have the student listen to a song and record all words he hears containing a given number of syllables.
2. Without the music, have the students clap to the syllables of a song chosen from a list. Then have the other students guess the chosen song.



Syllable Square-Off

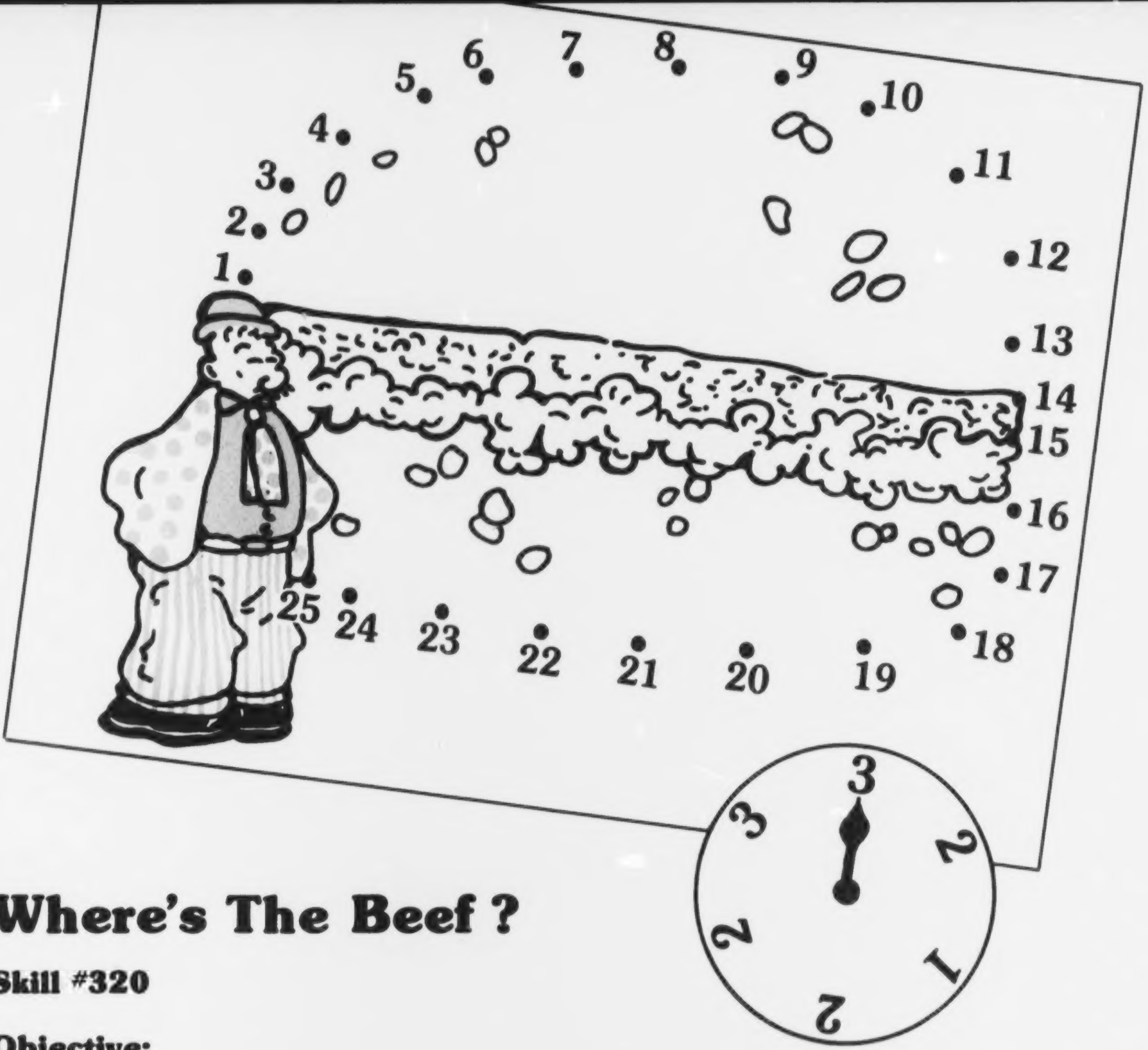
Skill #320

Objective:
The student will identify the number of syllables in a word.

Directions:
In alternating turns, each player draws a card and reads the word on it to his opponent. That player must tell the number of syllables he hears. With each correct answer, a player may connect any two dots with a horizontal or vertical line. When the fourth line of a square is drawn, the player may write his initial inside the square, and he receives another turn. The player with more squares at the end of the game is the winner.

Follow-up Activities:

1. In alternating turns, have each player give a word beginning with his initial. The winner of the above activity must give three-syllable words, the runner-up must give two-syllable words and any other players must give one-syllable words.
2. In alternating turns, have each student give a word that names a sport using one-syllable words for the first round and then adding one syllable with each additional round; for example, track, tennis, basketball, etc.



Where's The Beef ?

Skill #320

Objective:

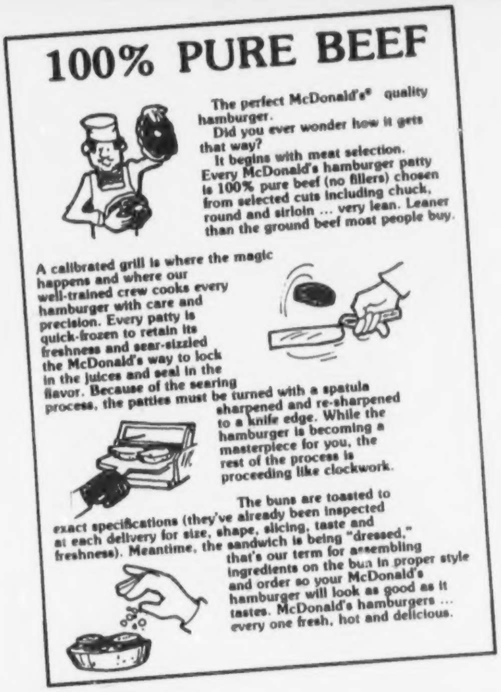
The student will identify the number of syllables in a word.

Directions:

In alternating turns, each player must spin the arrow and give a word containing the number of syllables shown on the spinner. For each correct response, the player may connect any two consecutively numbered dots to complete the picture. An incorrect response passes the turn to the next player. The first player to connect three consecutive segments is the winner. If this is not accomplished during the play of the game, the winner is the player who connects the last two dots to complete the picture.

Follow-up Activities:

1. In alternating turns, have each student give a sentence containing only one-syllable words. A player is eliminated when he makes a mistake or when he is unable to give another sentence. The winner is the last student in the game.
2. Have each student spin the arrow and give a sentence using only words with the number of syllables indicated on the spinner.



100% PURE BEEF

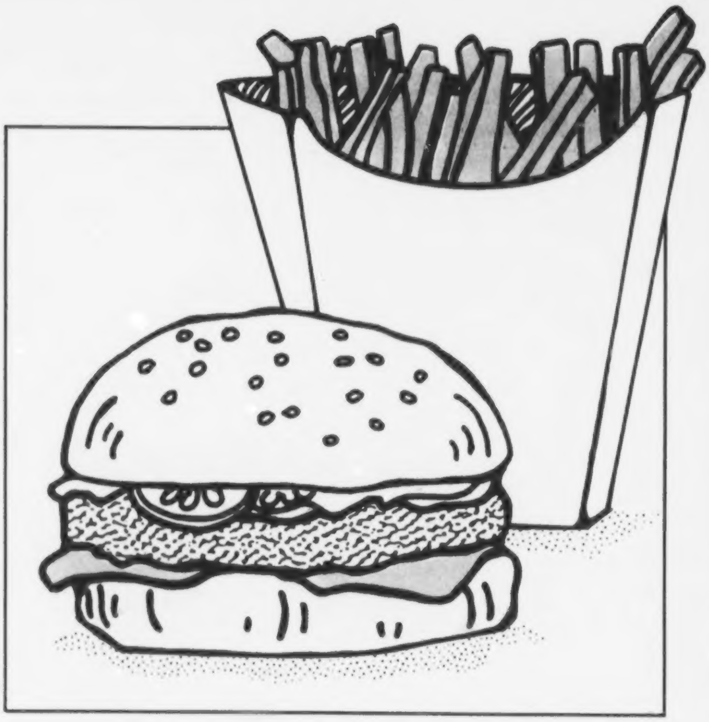
The perfect McDonald's® quality hamburger.

Did you ever wonder how it gets that way?

It begins with meat selection. Every McDonald's hamburger patty is 100% pure beef (no fillers) chosen from selected cuts including chuck, round and sirloin ... very lean. Leaner than the ground beef most people buy.

A calibrated grill is where the magic happens and where our well-trained crew cooks every hamburger with care and precision. Every patty is quick-frozen to retain its freshness and sear-sizzled the McDonald's way to lock in the juices and seal in the flavor. Because of the searing process, the patties must be turned with a spatula sharpened and re-sharpened to a knife edge. While the hamburger is becoming a masterpiece for you, the rest of the process is proceeding like clockwork.

The buns are toasted to exact specifications (they've already been inspected at each delivery for size, shape, slicing, taste and freshness). Meantime, the sandwich is being "dressed," that's our term for assembling ingredients on the bun in proper style and order so your McDonald's hamburger will look as good as it tastes. McDonald's hamburgers ... every one fresh, hot and delicious.



McSyllable Fun

Skill #340

Objective:

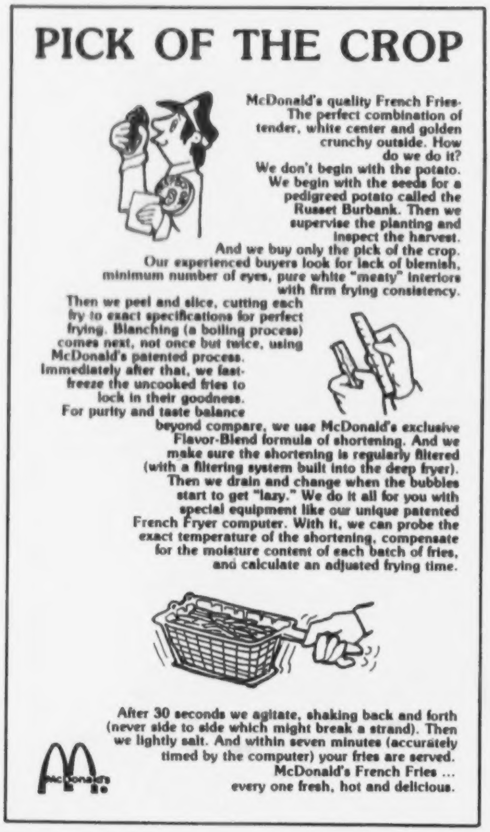
The student will apply generalizations of syllabication.

Directions:

After the student has read the McDonald's placemat, have him draw a red line under ten words that contain two syllables each. Have him circle with a green marker five words each having three syllables. Instruct the student to find as many words as he can of four or more syllables. The student may check his work with a dictionary.

Follow-up Activities:

1. Have the student choose ten words from the activity to divide into syllables and show the accent.
2. Provide each student with a dictionary for a "syllable drill." The students stand before the leader with dictionaries closed. A word is given and, at a given signal, the students must find the word in their dictionaries. The first one to raise his hand may read the definition and give the word's divisions and accent.



PICK OF THE CROP

McDonald's quality French Fries-The perfect combination of tender, white center and golden crunchy outside. How do we do it?

We don't begin with the potato. We begin with the seeds for a pedigreed potato called the Russet Burbank. Then we supervise the planting and inspect the harvest.

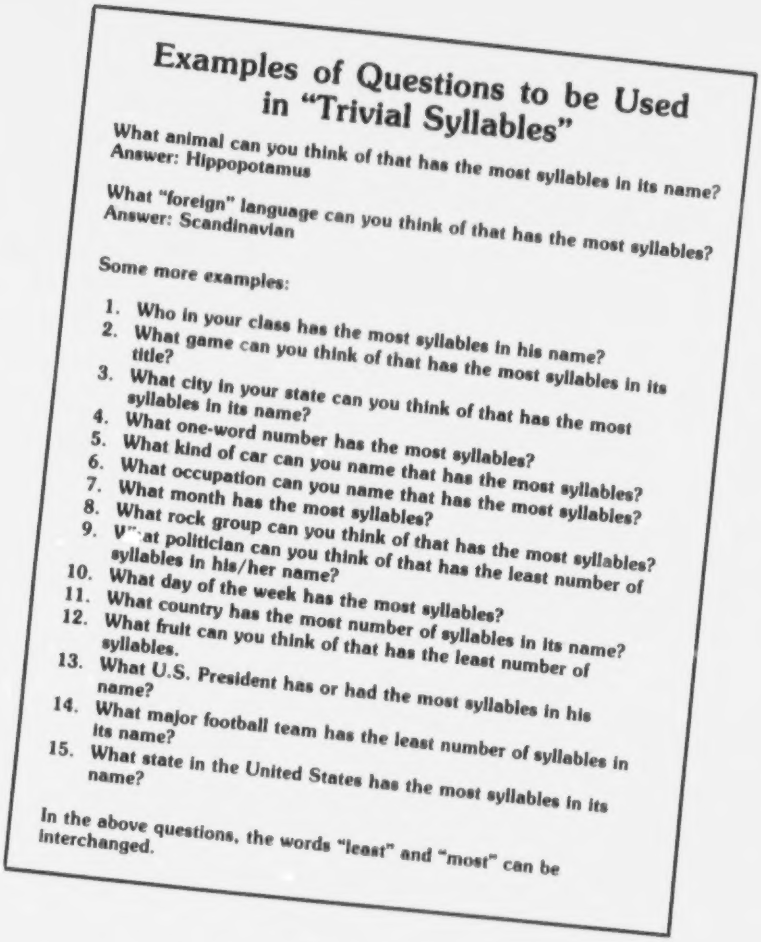
And we buy only the pick of the crop. Our experienced buyers look for lack of blemish, minimum number of eyes, pure white "meaty" interiors with firm frying consistency.

Then we peel and slice, cutting each fry to exact specifications for perfect frying. Blanching (a boiling process) comes next, not once but twice, using McDonald's patented process. Immediately after that, we fast-freeze the uncooked fries to lock in their goodness.

For purity and taste balance beyond compare, we use McDonald's exclusive Flavor-Blend formula of shortening. And we make sure the shortening is regularly filtered (with a filtering system built into the deep fryer). Then we drain and change when the bubbles start to get "lazy." We do it all for you with special equipment like our unique patented French Fryer computer. With it, we can probe the exact temperature of the shortening, compensate for the moisture content of each batch of fries, and calculate an adjusted frying time.

After 30 seconds we agitate, shaking back and forth (never side to side which might break a strand). Then we lightly salt. And within seven minutes (accurately timed by the computer) your fries are served.

McDonald's French Fries ...
every one fresh, hot and delicious.



Examples of Questions to be Used in "Trivial Syllables"

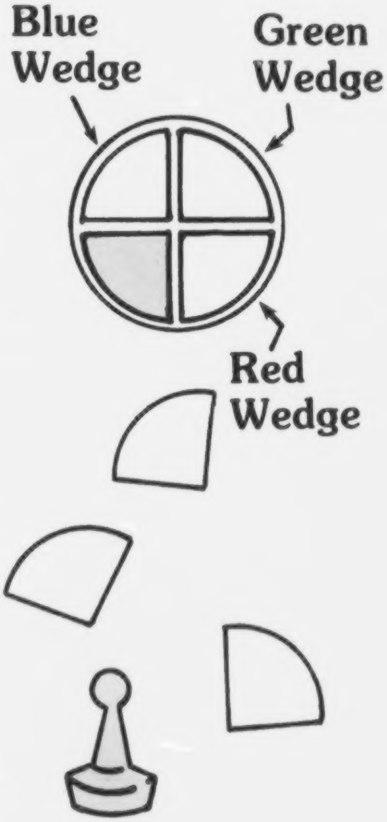
What animal can you think of that has the most syllables in its name?
Answer: Hippopotamus

What "foreign" language can you think of that has the most syllables?
Answer: Scandinavian

Some more examples:

1. Who in your class has the most syllables in his name?
2. What game can you think of that has the most syllables in its title?
3. What city in your state can you think of that has the most syllables in its name?
4. What one-word number has the most syllables?
5. What kind of car can you name that has the most syllables?
6. What occupation can you name that has the most syllables?
7. What month has the most syllables?
8. What rock group can you think of that has the most syllables?
9. What politician can you think of that has the least number of syllables in his/her name?
10. What day of the week has the most syllables?
11. What country has the most number of syllables in its name?
12. What fruit can you think of that has the least number of syllables.
13. What U.S. President has or had the most syllables in his name?
14. What major football team has the least number of syllables in its name?
15. What state in the United States has the most syllables in its name?

In the above questions, the words "least" and "most" can be interchanged.



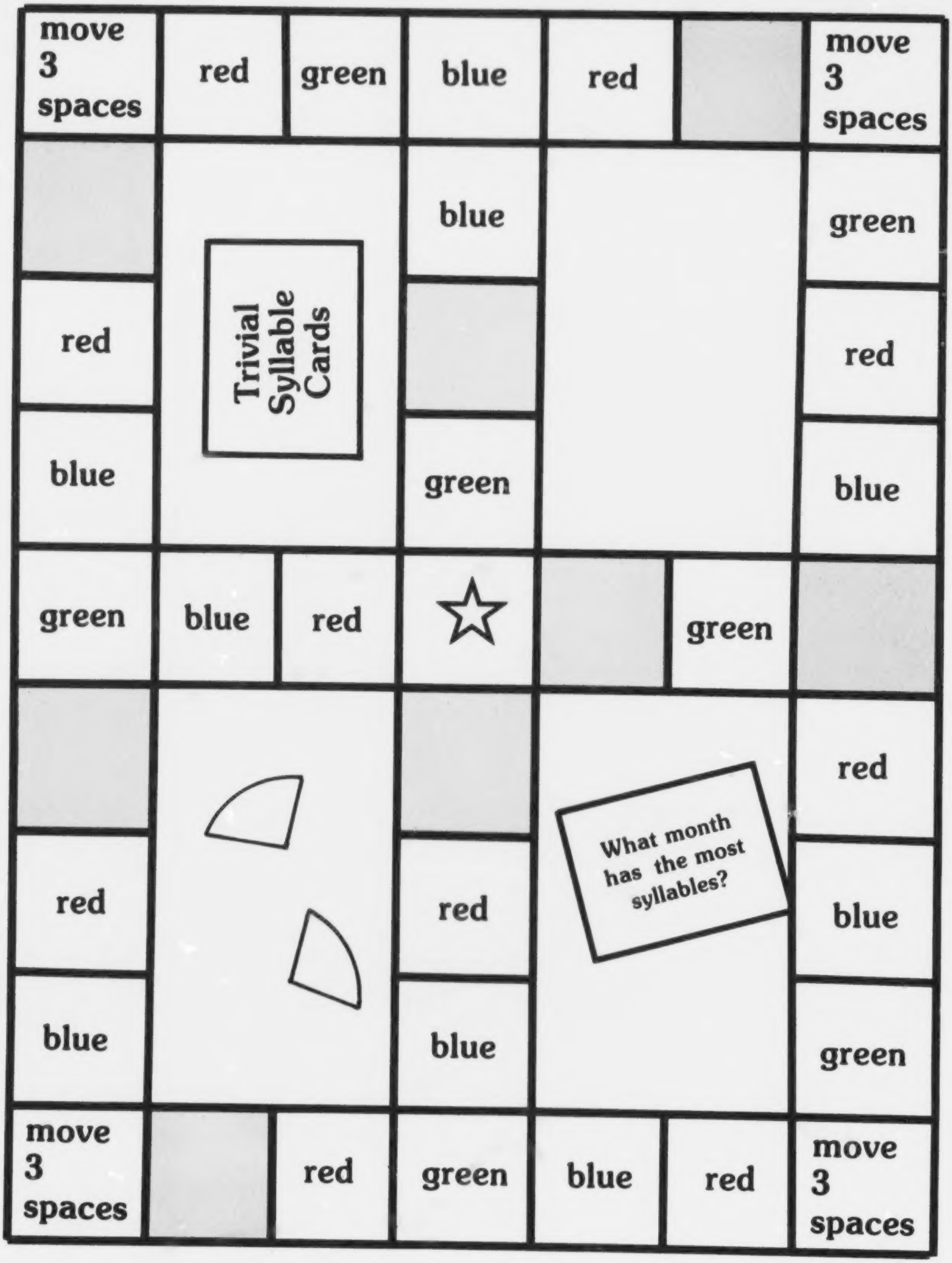
Trivial Syllables

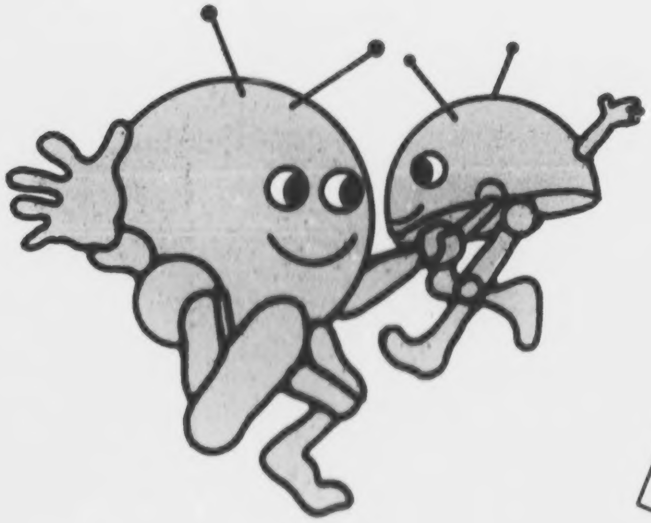
Skill #340

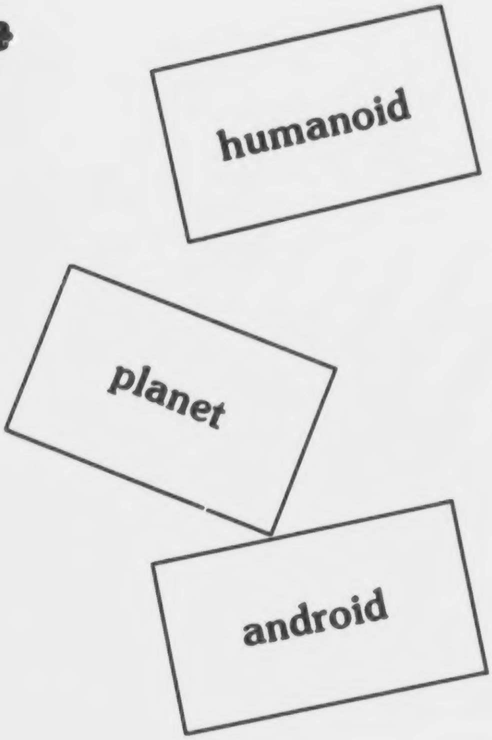
Objective:
The student will apply generalizations of syllabication.

Directions:
In alternating turns, each player rolls a die to determine the number of spaces he may move in any direction from the starting position, the star center. He draws a card, gives the answer to the question on it and divides his one-word answer into syllables. If his response is correct, he receives a wedge the color of the space on which he has landed. Any player may challenge the answer receiving an extra turn for a correct challenge. The game is over when one player has collected all four wedges; he is declared the winner.

Trivial Syllable Gameboard


move 3 spaces
red
green
blue
red
move 3 spaces
blue
green
Trivial Syllable Cards
red
red
blue
green
blue
green
blue
red
green
red
What month has the most syllables?
red
red
blue
blue
blue
green
move 3 spaces
red
green
blue
red
move 3 spaces



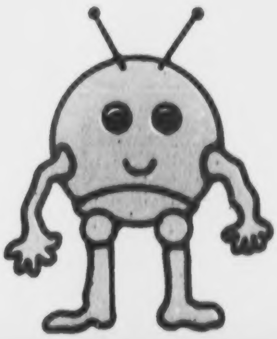


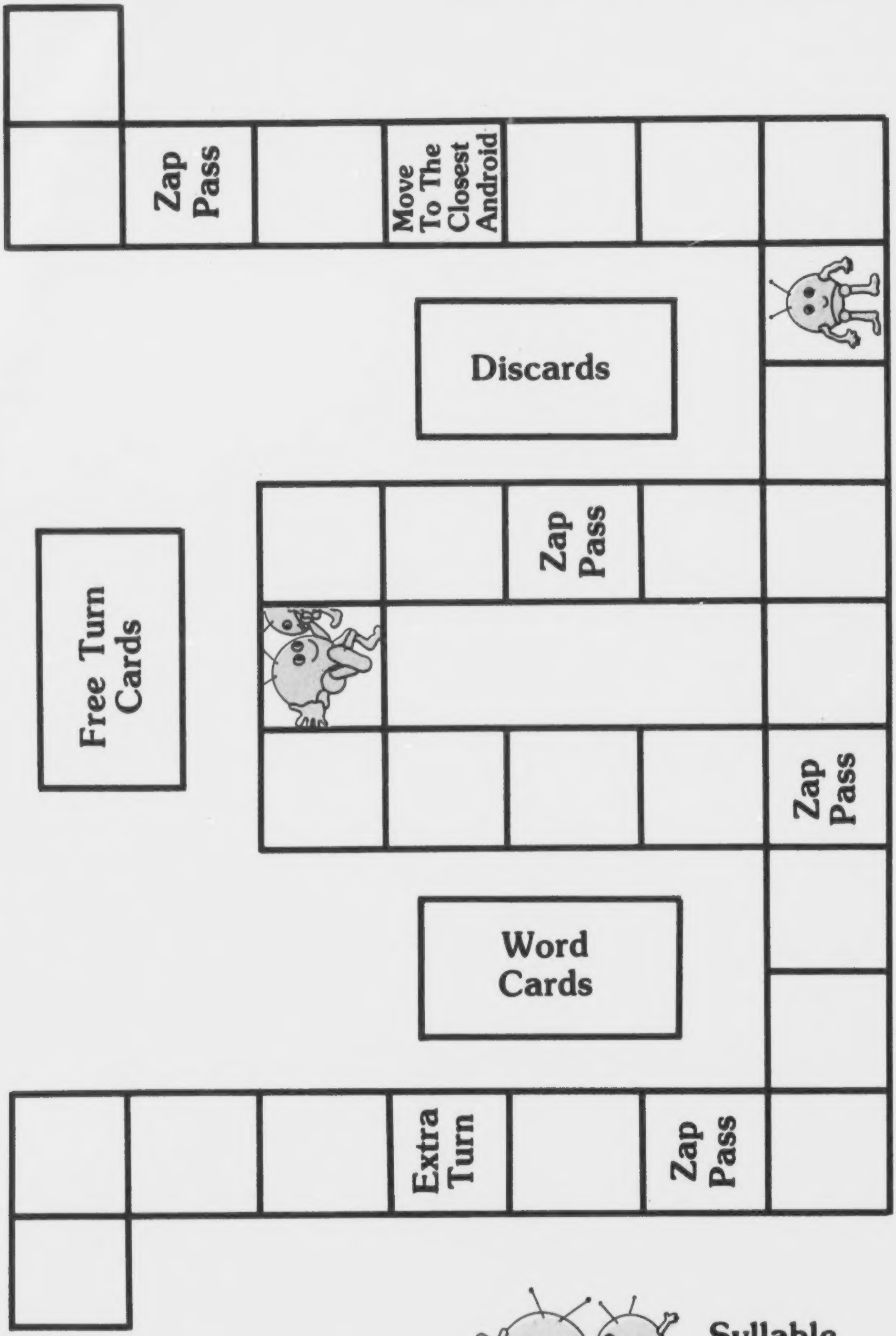
Syllable Shuffle

Skill #340

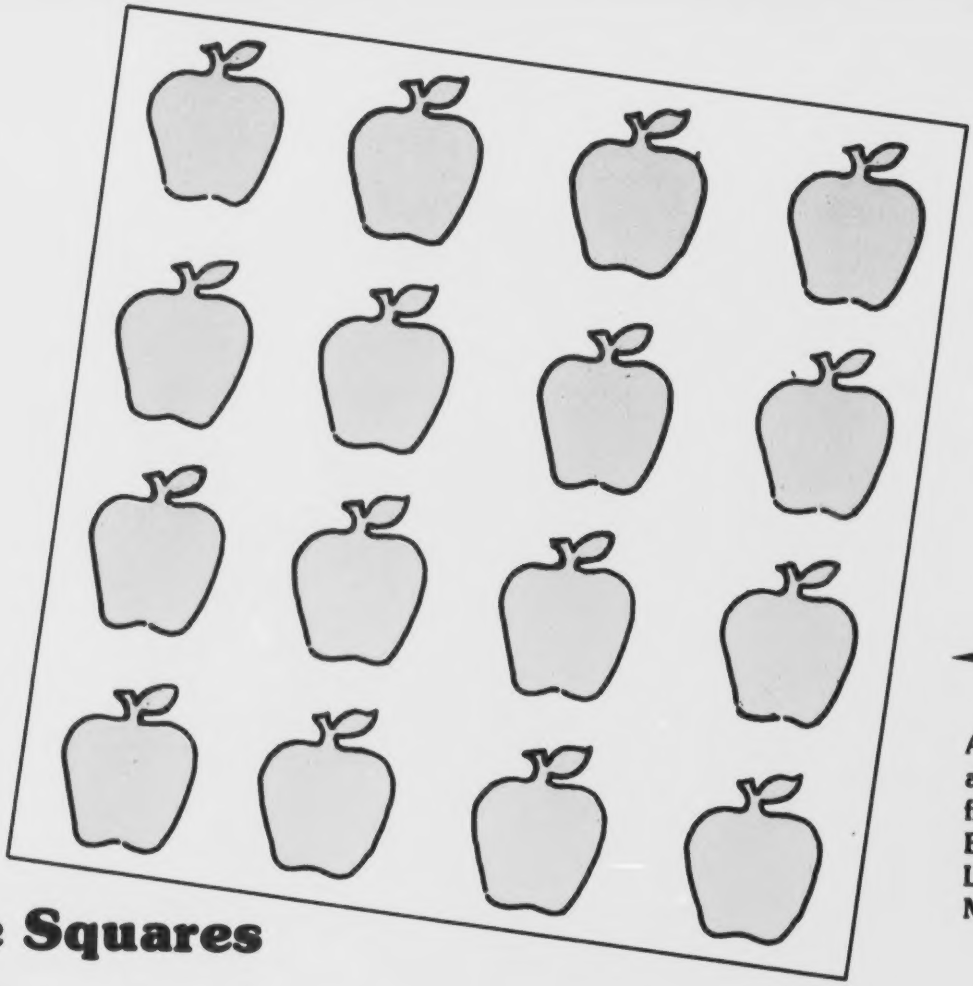
Objective:
The student will recognize syllables in words.

Directions:
Place word cards like the ones shown above face down on the designated place on the gameboard. In alternating turns, each player draws a card and moves his token the same number of spaces as the number of syllables contained in the word on the card. He may begin at either open end of the path on the board, but he may not change directions. If a player lands on an "android," he forfeits his next turn unless he holds a "free turn" card which is awarded when a player lands on a space marked "zap pass." The first player to reach the end of the path is the winner.




Zap Pass
Move To The Closest Android
Discards
Zap Pass
Free Turn Cards
Zap Pass
Word Cards
Extra Turn
Zap Pass

Syllable Shuffle Gameboard



Apples are cut from the Ellison Letter Machine.

Apple Squares

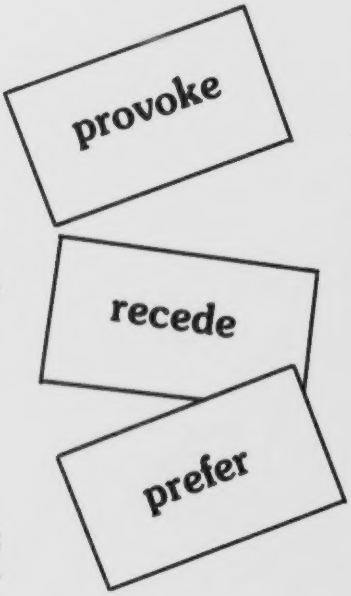
Skill #360

Objective:

The student will identify the root word.

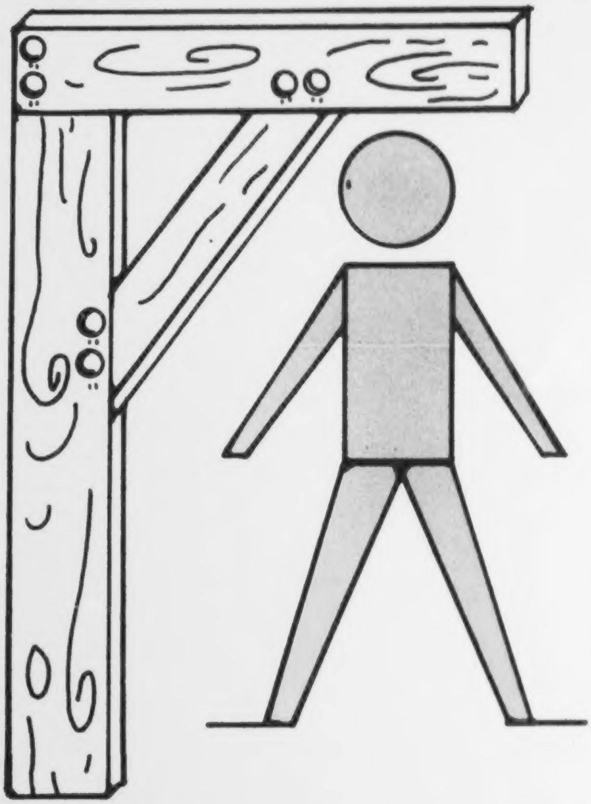
Directions:

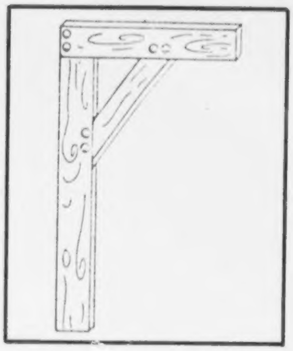
Prepare word cards like the examples shown. Provide each player with a different color pen. In alternating turns, each player draws a card and identifies the root of the word written on the card. A correct response entitles the player to draw a vertical or horizontal line connecting any two apples. When all possible lines have been drawn, the player with the most squares is the winner.



Follow-up Activities:

1. Give the student a root, such as finis. Have him name as many words as he can that are formed from it; for example, final, finish, infinity.
2. Provide the student with a dictionary. Have him use it to find the etymology of each of the words in the activity.





Hangman Card

Root Word Hangman

Skill #360

Objective:

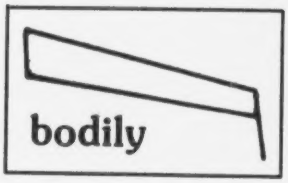
The student will identify the root word.

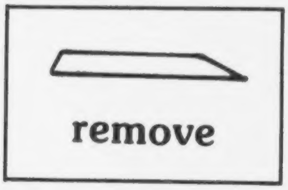
Directions:

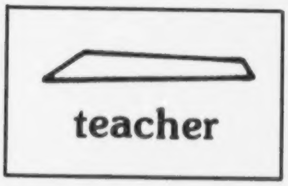
Each player is given a hangman card and a permanent marker. Word cards are spread face down in front of the players. In alternating turns, each player draws a card and gives the root of the word written on it. If he is correct, he may add to his hangman the body part indicated on the card. The word card is returned to the center and all are mixed up. The first to complete his hangman is the winner.

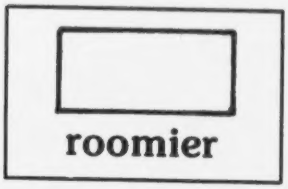
Follow-up Activities:

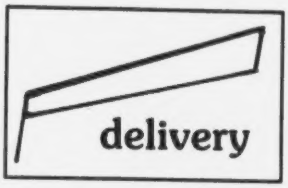
1. Hold up one word card at a time and have two players compete to see who can write down more words derived from the same root word.
2. Play "Name That Root." Provide each player with a bell. Hold up one word card at a time and allow the first one who rings his bell a chance to give the root of the word shown. Each correct response earns a point.

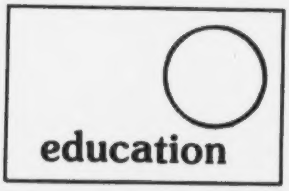


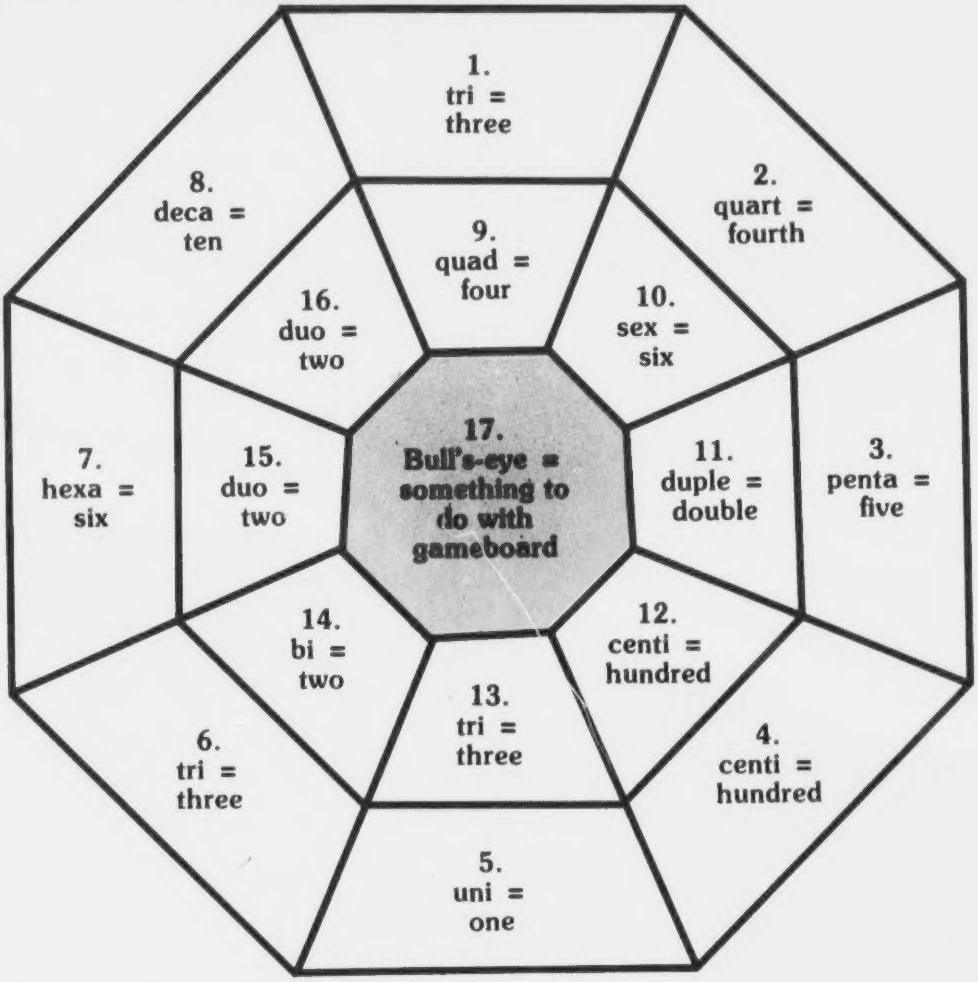











1. tri = three
8. deca = ten
2. quart = fourth
9. quad = four
16. duo = two
10. sex = six
17. Bull's-eye = something to do with gameboard
7. hexa = six
15. duo = two
11. duple = double
3. penta = five
14. bi = two
12. centi = hundred
13. tri = three
6. tri = three
4. centi = hundred
5. uni = one

Rooting For A Bull's-eye!

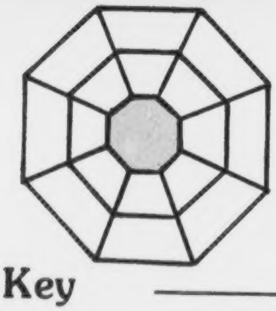
Skill #360

Objective:

The student will identify the root word.

Directions:

Many words are based on a root word that represents a specific number; for example, the root "tri" means three. If students know these roots, it often helps them figure out word meanings. Place sentences 1-16 on page 13 on playing cards. Sentence number 17 should be kept apart from the others as a secret clue for the bull's-eye. In alternating turns, have each of two players draw a card. The player must read the card and supply the correct word using the root on the gameboard that is numbered the same as the sentence. A correct response earns points equal to the number of the sentence and root; for example, the sentence number "one" earns one point. When a player reaches a score of fifteen points, he may try to guess the answer for the bull's-eye without hearing the sentence. If he answers it correctly, he receives 25 points. The student with the most points after all cards are played is the winner.

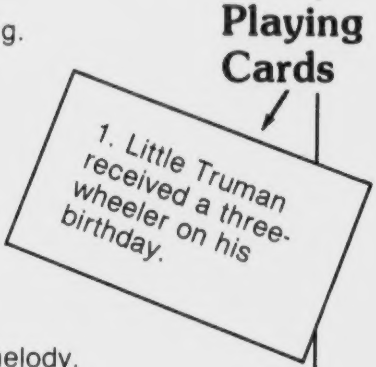


Rooting For A Bull's-eye!

Answer Key

1.	Little Truman received a three-wheeler on his birthday.	tricycle
2.	I'll give you 25¢ for your autograph.	quarter
3.	Washington, D.C. is the location of this important building.	pentagon
4.	That funny little bug must have 100 legs!	centipede
5.	Noah just couldn't find one for the ark.	unicorn
6.	Three cheers for the red, white and blue!	tricolors
7.	This has six angles and six sides.	hexagon
8.	The census is taken every ten years.	decade
9.	Always be kind to our four-footed friends.	quadrupeds
10.	Tom, Mary, Sid, Bruce, Viola and Clancy sang a lovely melody.	sextet
11.	I'll make a carbon copy of the letter for your files.	duplicate
12.	1948 was the 100th anniversary of the discovery of gold in California.	centennial
13.	My Siamese cat had three kittens. They are	triplets
14.	A human being is a two-footed creature.	biped
15.	At dawn, the two men stood back to back, pistols loaded.	duel
16.	I would love to sing one with Tom Jones.	duet
17.	A stop sign has this shape.	octagon

Questions To Go On Playing Cards


Playing Cards
1. Little Truman received a three-wheeler on his birthday.

1. Little Truman received a three-wheeler on his birthday.
2. I'll give you 25¢ for your autograph.
3. Washington, D.C. is the location of this important building.
4. That funny little bug must have 100 legs!
5. Noah just couldn't find one for the ark.
6. Three cheers for the colors red, white and blue!
7. This has six angles and six sides.
8. The census is taken every ten years.
9. Always be kind to our four-footed friends.
10. Tom, Mary, Sid, Bruce, Viola and Clancy sang a lovely melody.
11. I'll make a carbon copy of the letter for your files.
12. 1948 was the 100th anniversary of the discovery of gold in California.
13. My Siamese cat had three kittens. They are _______________ .
14. A human being is a two-footed creature.
15. At dawn, the two men stood back to back, pistols loaded.
16. I would love to sing one with Tom Jones.
17. A stop sign has this shape.

Compounding Coneheads

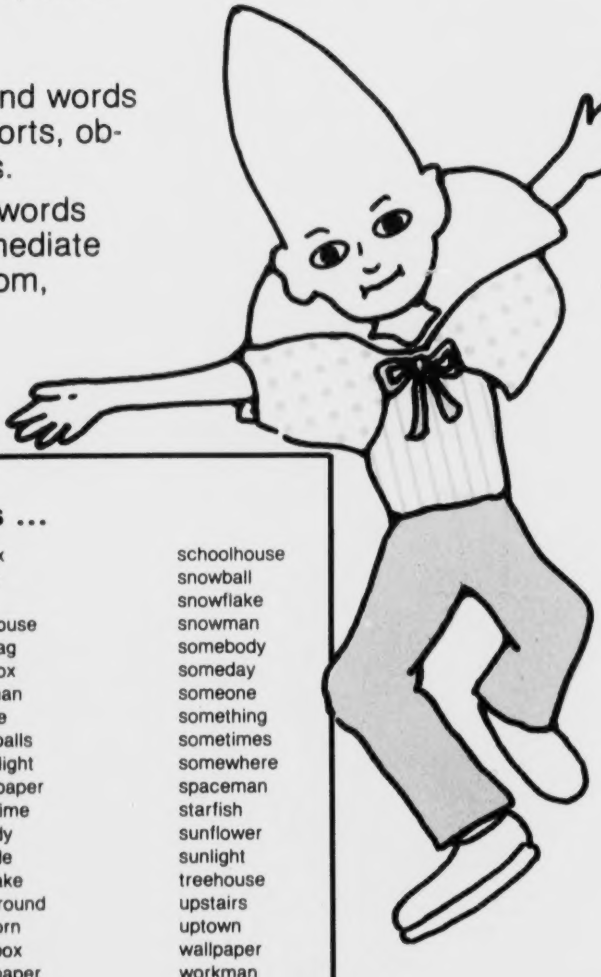
Skill #380

Objective:
The student will identify words in compound words.

Directions:
Make cards from the list of words shown below. Using the gameboard on the next page, each player, in alternating turns, spins the arrow and moves his playing piece the number of spaces indicated. He must then draw a card and tell what words make up the compound word. One point is earned for a correct response. The player may earn up to three more points by giving one, two or three additional compound words using one of the words from his card. The game is over when the first player reaches the "Conehead" for which he receives two more points. The winner is the player with the most points.

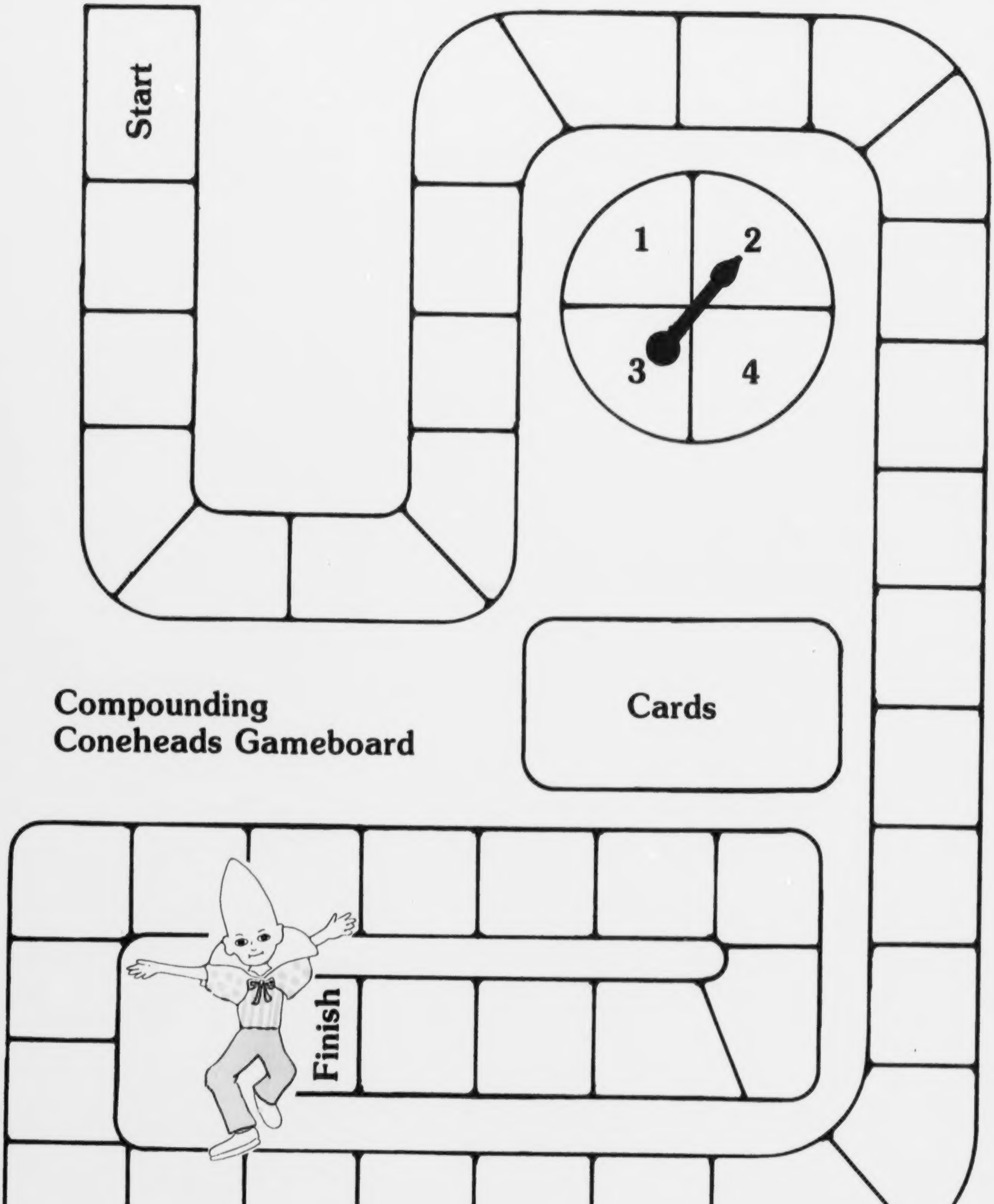
Follow-up Activities:

1. Have students classify the compound words into categories, such as people, sports, objects, foods, directions and animals.
2. Have the students give compound words that name objects found in the immediate surroundings; for example, classroom, chalkboard.

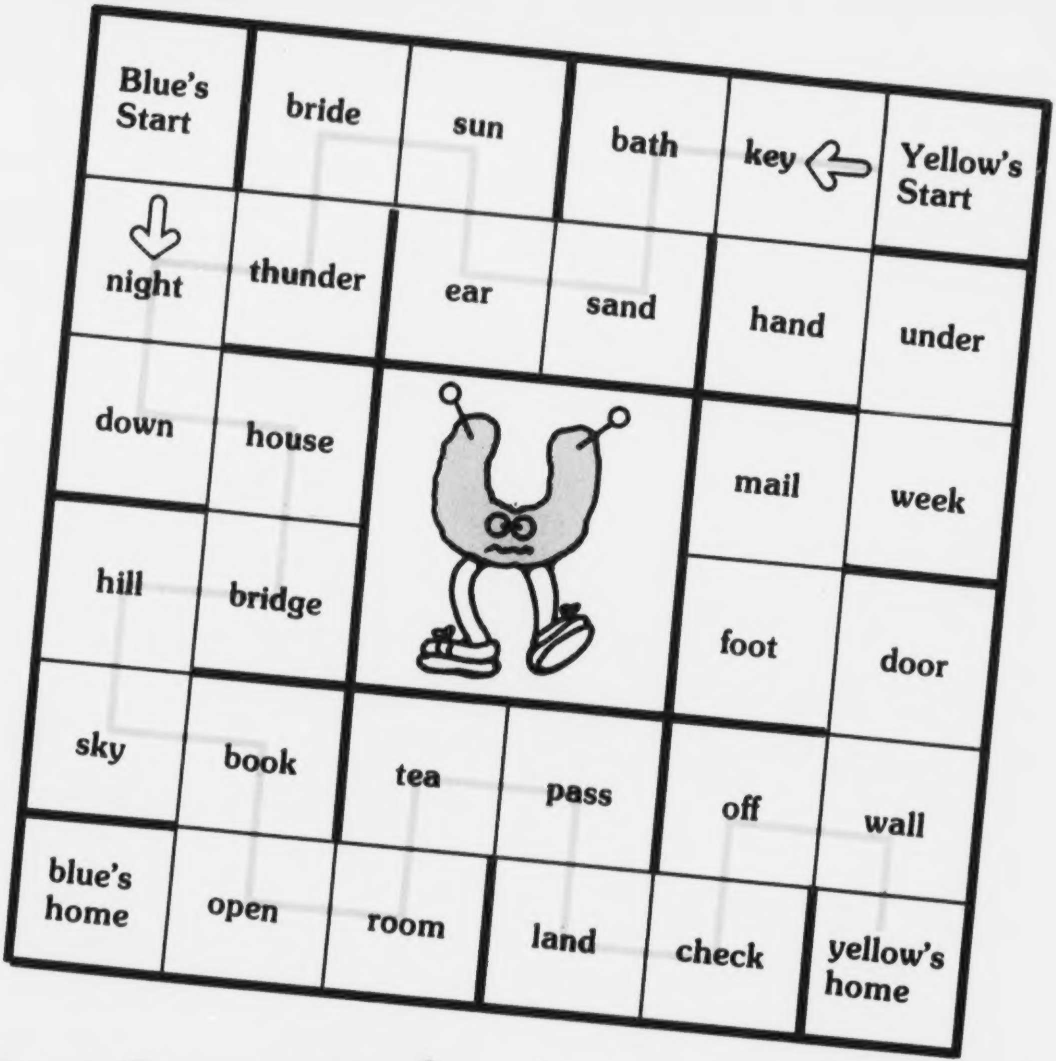


A List Of Words To Put On Cards ...

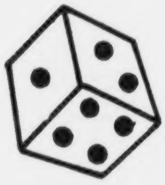
afternoon
airmail
airplane
another
anything
baseball
birthday
blackboard
bluebird
breakfast
busboy
campfire
catfish
chalkboard
classroom
countdown
daytime
dollhouse
doorbell
doorway
downstairs
downtown
driveway
everyone
everywhere
faraway
fireman
fireplace
fisherman
football
footstep
getaway
goldfish
greenhouse
headlight
homework
houseboat
housework
icebox
inside
into
lighthouse
mailbag
mailbox
mailman
maybe
meatballs
moonlight
newspaper
nighttime
nobody
outside
pancake
playground
popcorn
sandbox
sandpaper
schoolhouse
snowball
snowflake
snowman
somebody
someday
someone
something
sometimes
somewhere
spaceman
starfish
sunflower
sunlight
treehouse
upstairs
uptown
wallpaper
workman


Start
1
2
3
4
Cards
Finish

Compounding Coneheads Gameboard


Blue's Start
bride
sun
bath
key
Yellow's Start
night
thunder
ear
sand
hand
under
down
house
mail
week
hill
bridge
foot
door
sky
book
tea
pass
off
wall
blue's home
open
room
land
check
yellow's home

U Bert Compounds



Skill #380

Objective:
The student will identify compound words.

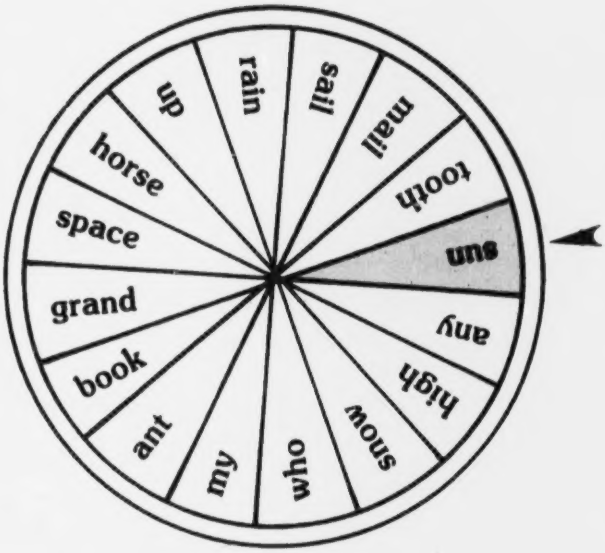
Directions:
Each of two players is given several blue or yellow tokens and a playing piece. In alternating turns, each player throws the die and moves the number of spaces indicated. If he can form a compound word using the word on which he lands, he may claim that space by placing one of his tokens on it. If a player lands on a space marked with his opponent's token, he may claim the square for himself by forming another compound word using the word on the space. If he cannot, he must move back to the space he occupied at the beginning of that turn. The game ends when one player reaches "Home." The player who has claimed more spaces is the winner.

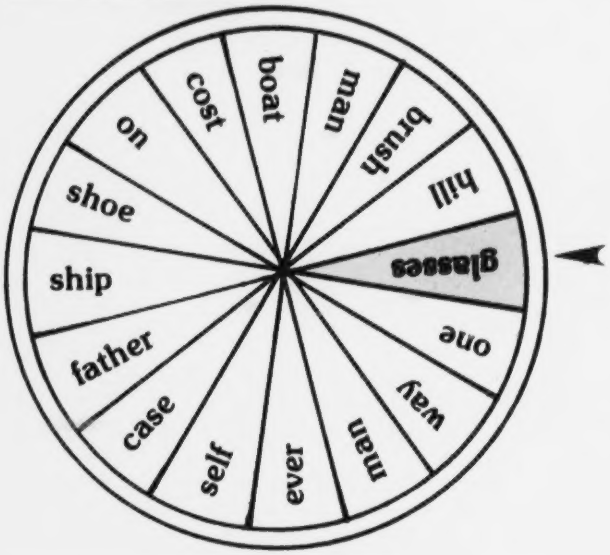
A List Of Compound Words ...

airport
armchair
ashtray
basketball
bathrobe
bedspread
beeswax
bellhop
billboard
blackberry
blueberry
bookcase
bookshelf
breakwater
bridegroom
bridesmaid
butterfly
candlelight
chairperson
checkmate
chestnut
checkout
dashboard
doughnut
driftwood
drugstore
earmuff
earphone
earring
earthquake
eyebrow
fingernail
footprint
forehead
freeway
gentleman
grapefruit
grasshopper
Greenland
grownup
hairpin
handcuffs
handkerchief
headache
headquarters
hereinafter
heretofore
highway
homesick
honeymoon
hopscotch
hourglass
housekeeper
hubcap
iceberg
Iceland
kettledrum
keyboard
keyhold
landlady
landlord
landmark
landslide
lifeguard
lipstick
masterpiece
mushroom
necklace
necktie
nickname
nightclub
nightgown
nightmare
notebook
oatmeal
offshore
offspring
outdoors
overcast
passport
password
pawnshop
peanut
pineapple
pocketbook
postcard
railroad
rainbow
roadrunner
roommate
sailboat
salesperson
seashell
skateboard
seaway
seaweed
slowpoke
snapdragon
snowstorm
steamboat
stepladder
strawberry
suitcase
sunburn
sunglasses
supermarket
surfboard
swordfish
tattletale
teakettle
teapot
teaspoon
tenderfoot
thunderbolt
thundercloud
thunderstorm
thunderstruck
timepiece
tiptoe
toothpaste
turnpike
underpants
undershirt
undertaker
upset
wastebasket
waterfall
weekend
wheelchair
whirlpool
wildcat
woodpecker
yourself

Cont'd.

anthill
beehive
blackberry
blackbird
blacktop
bluebell
blueberry
bluebird
bluegrass
bullfrog
bumblebee
buttercup
campfire
catbird
catfish
cattail
chestnut
cloudburst
cobweb
cottontail
cottonwood
cowslip
crabapple
crossroad
crosswalk
curbstone
daylight
dewdrop
dragonfly
drawbridge
earthworm
evergreen
farmhouse
farmyard
fencepost
firefly
flycatcher
foxglove
foxtail
glowworm
goldenrod
gooseberry
grasshopper
graveyard
groundhog
hailstone
hailstorm
hardwood
haystack
highway
hillside
hilltop
horsefly
hummingbird
jackrabbit
jellyfish
ladybug
lighthouse
mailbox
milkweek
mountainside
nighthawk
nuthatch
outdoors
pathway
primrose
railroad
rainstorm
redwood
rosebug
rowboat
sagebrush
schoolhouse
schoolyard
seacoast
seaside
seaweed
shellfish
sidewalk
skylight
skyline
smokestack
snowball
snowbank
snowdrift
snowflake
snowman
snowstorm
starfish
steamboat
stonewall
sunbeam
sunflower
sunlight
sunrise
sunset
thunderstorm
toadstool
tombstone
topsoil
underground
uphill
waterway
wayside
wildflower
windmill
windowpane
windstorm
woodpecker


up
rain
sail
mail
tooth
sun
any
high
snow
who
my
ant
book
grand
space
horse


boat
man
brush
hill
glasses
one
way
man
ever
self
case
father
ship
shoe
on
cost

Just Spinning His Wheels

Skill #380

1. sun
2. any
3. high
4. snow
5. who
6. my
7. book
8. grand
9. glasses
10. one
11. way
12. man
13. ever
14. self
15. case
16. father
17. space
18. horse
19. up
20. rain
21. sail
22. mail
23. tooth
24. ant
25. ship
26. shoe
27. on
28. coat
29. boat
30. man
31. brush
32. hill

Objective:

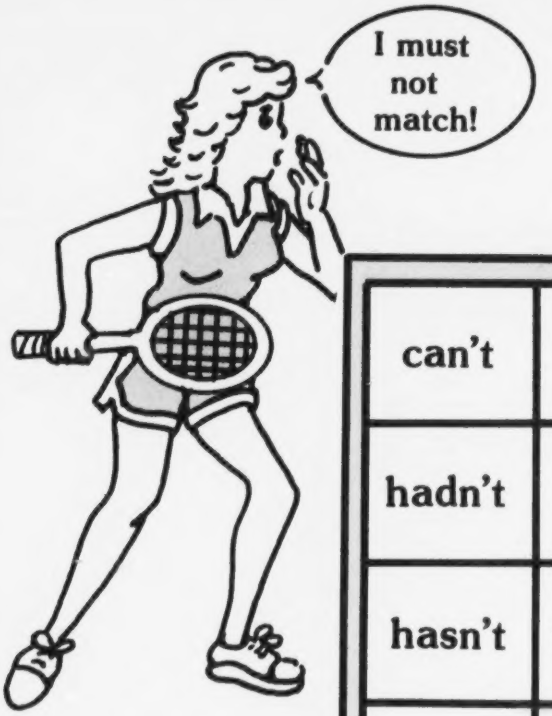
The student will identify compounds words.

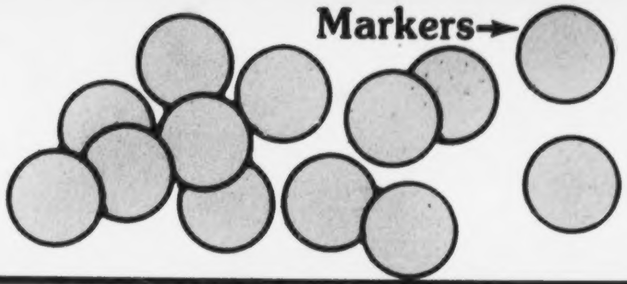
Directions:

Provide students with thirty-two cards, each containing one of the words given above, and two word wheels like the ones shown. Place cards on the table face up so that each card may be seen. In alternating turns, each student spins both wheels and takes the two cards containing the words he has spun. If he can form a compound word with the words on the two cards, he receives two points. If a word cannot be formed, the cards are returned to the table. If no compound word is formed after two spins, play passes to the next player. The player who scores the most points wins.

Follow-up Activities:

1. Have two students use the cards from the activity to play "Rummy," counting a compound word as a pair.
2. Have students give the literal definitions of the compound words formed in the activity; for example, sunglasses — glasses to protect your eyes from the sun.


I must not match!



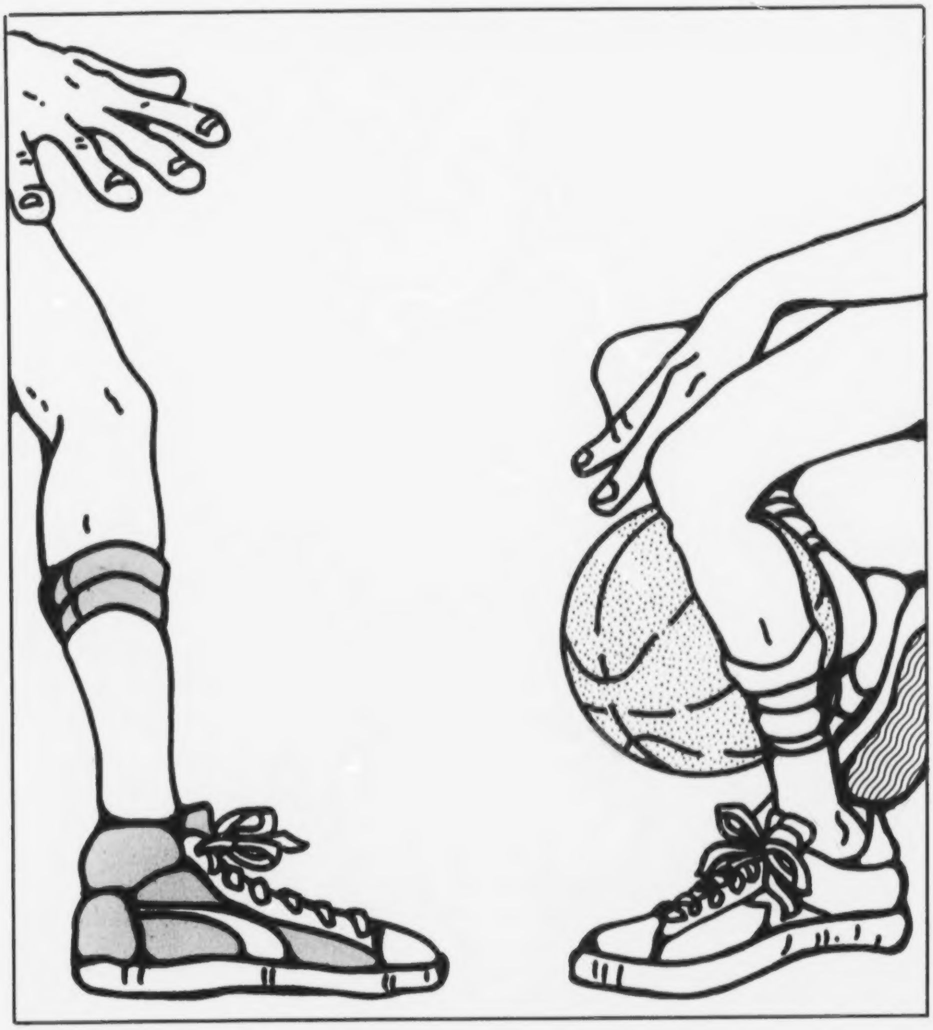
can't	I'll	don't	it's	I'm
hadn't	she's	I'd	doesn't	we'd
hasn't	they're	won't	didn't	I've
there's	she'd	we'll	they'd	it'll
we've	isn't	wasn't	she'll	they'll

Match Point

Skill #400

Objective:
The student will identify the two words forming a contraction.

Directions:
Each player starts with thirteen game markers, each set of markers distinguishable from the other. In alternating turns, each player places one of his markers on a space giving the words that form that contraction as he does so. The object of the game is for each player to place as many markers as possible in a horizontal, vertical or diagonal row. A playing piece may be counted as part of more than one row at a time. The point system is set up like the game of tennis. When all spaces on the gameboard have been filled, count points using the following table: three markers in a row = 15 points, four markers in a row = 30 points and five markers in a row = 40 points. The student with the highest score wins.



One On One

Skill #400

Objective:

The student will combine words to form contractions.

Directions:

This activity requires two students. In alternating turns, each player draws a basketball card, illustrated on the next page, and reads the sentence on it using contractions where possible. If correct, he scores a "basket" and receives two points. If incorrect, the opponent has a turn at the same sentence, a "free shot," for which he receives one point.

Follow-up Activities:

1. Provide each student with an article from the sports section of the newspaper. Have him find all contractions and identify the words they represent.
2. Have the student rewrite the article from follow-up one and add as many contractions as possible to the original version.

One On One

The referees are not allowing unnecessary roughness.

We will win the championship if he will make this point.

He thinks he will get a basketball scholarship to the university.

They must not get nervous and blow this game.

If you will go to the concession stand, I will buy you a coke.

Our coach ought not argue with the referee so much.

Who is to say they cannot win?

The cheerleader thought she would do a double flip, but she could not.

You would think our team has never practiced before.

What is the score now?

If the halftime is not over in two minutes, this will be the longest one ever.

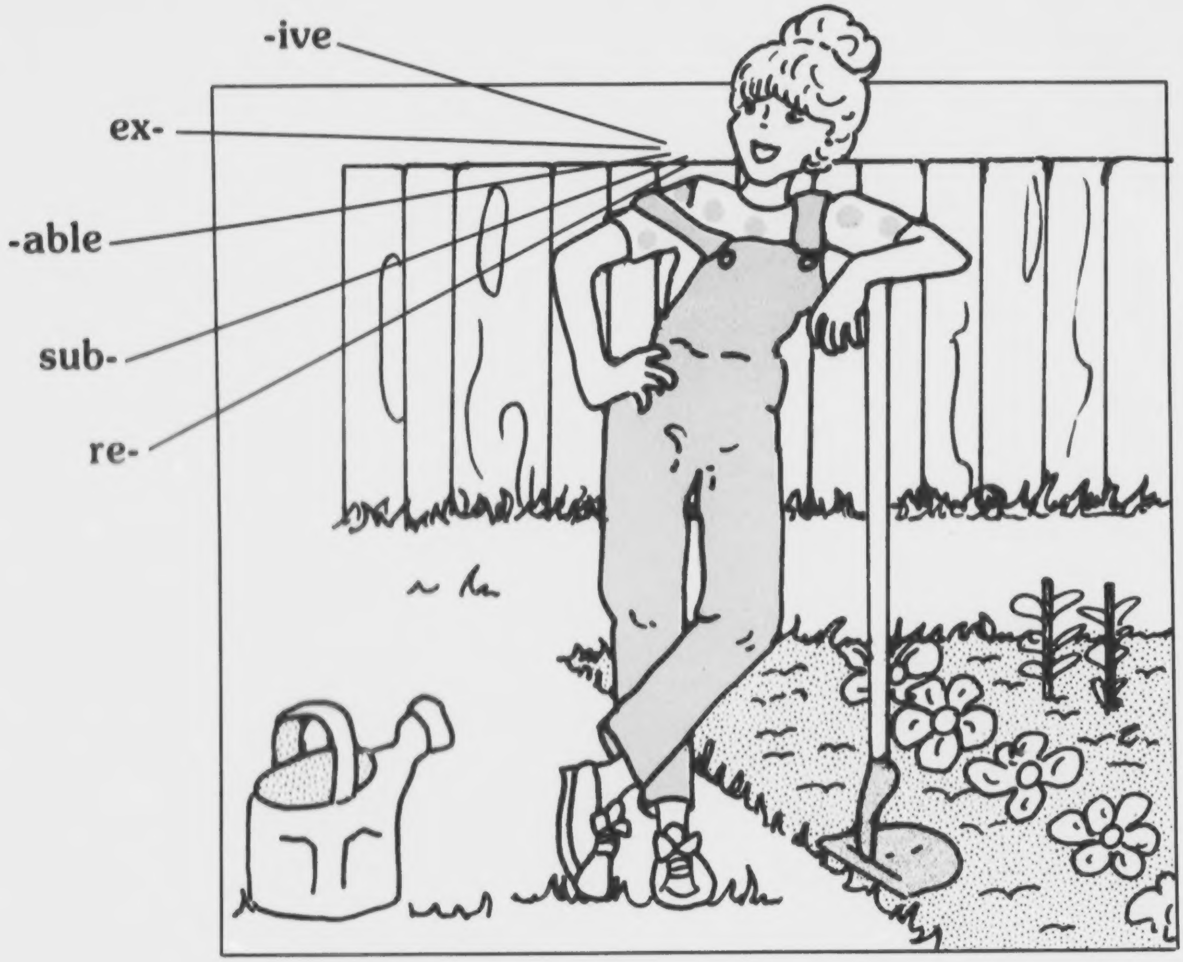
Let us go to the game at 7:00 tonight.

This is not one of his best games.

Where is the team going after the game?

Answer Key

1. Where's the team going after the game?
2. Our coach oughtn't argue with the referee so much.
3. He thinks he'll get a basketball scholarship to the university.
4. We'll win the championship if he'll make this point.
5. Let's go to the game at 7:00 tonight.
6. What's the score now?
7. The cheerleader thought she'd do a double flip, but she couldn't.
8. They mustn't get nervous and blow this game.
9. If you'll go to the concession stand, I'll buy you a coke.
10. Who's to say they can't win?
11. If the halftime isn't over in two minutes, this will be the longest one ever.
12. This isn't one of his best games.
13. You'd think our team had never practiced before.
14. The referees aren't allowing unnecessary roughness.



Get To The Root Of It!

Skills #420, 440

Objective:
The student will identify prefixes and suffixes in a word.

Directions:
Have the student analyze the nonsense words on the task sheet to identify the root and affix of each. An affix is a prefix or a suffix. The student may consult the list of prefixes and suffixes shown on page 24 if he needs help.

Follow-up Activities:

1. Have the student make as many nonsense words as he can, using the root words and affixes from the activity above.
2. Play a song and have the student find all of the words with prefixes and/or suffixes and list them. Then have him write those words in sentences.

Get To The Root Of It!

Complete the chart appropriately.

	Root Word	Prefix	Suffix
untoe	toe	un	
prehand	hand	pre	
orangement	orange		ment
encouragely	encourage		ly
stomachness	stomach		ness
muchable	much		able
subhand	hand	sub	
prestone	stone	pre	
endeal	deal	en	
encouragely	encourage		ly
personant	person		ant
lunchous	lunch		ous
hearful	hear		ful
ablet	let	ab	
condrive	drive	con	

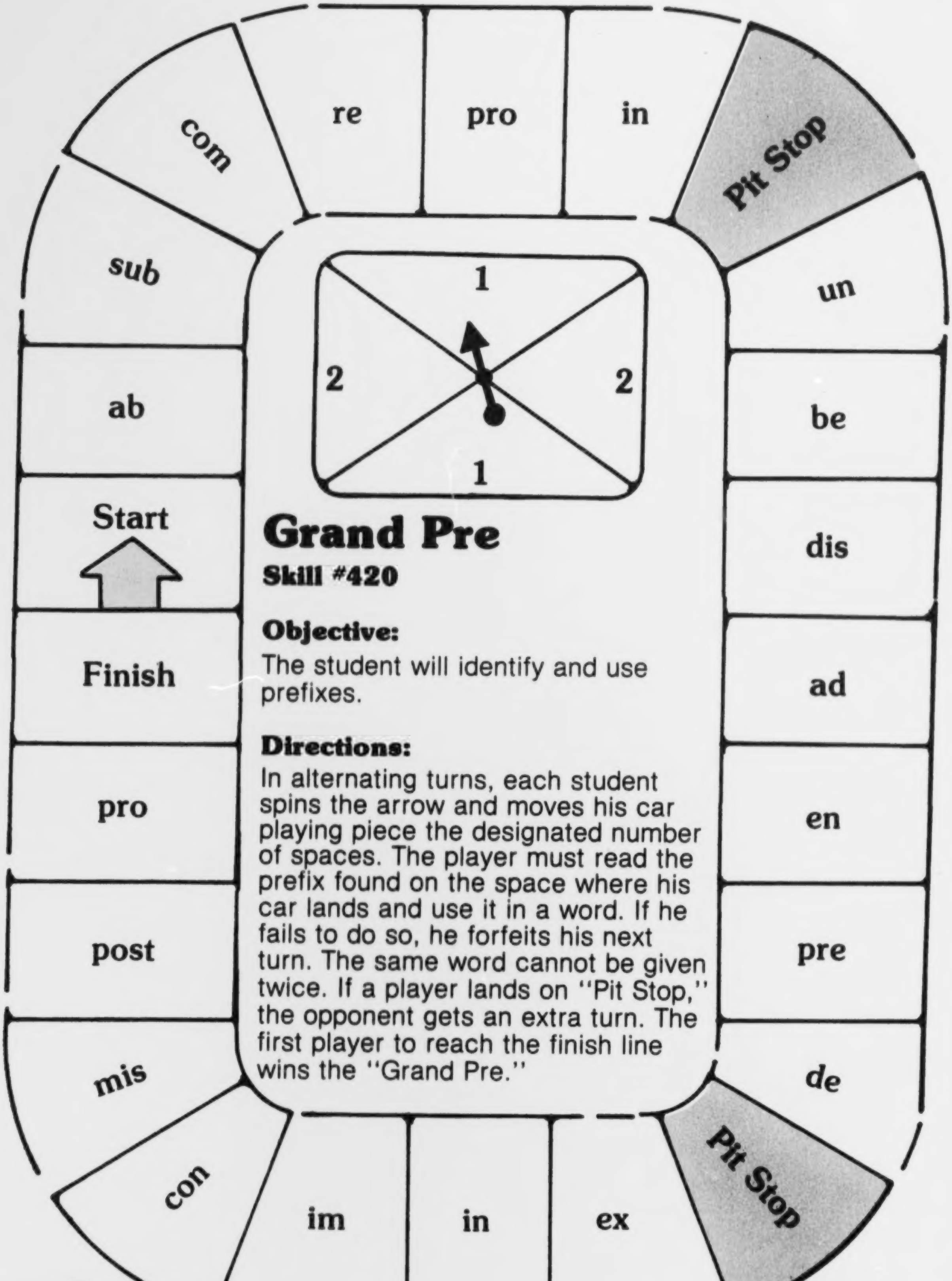
Complete the chart appropriately.

	Root Word	Prefix	Suffix
untoe			
prehand			
orangement			
locktion			
stomachness			
muchable			
subhand			
prestone			
endeal			
encouragely			
personant			
lunchous			
hearful			
ablet			
condrive			

COMMON PREFIXES AND SUFFIXES

Prefix	**Meaning**	**Example**
ante	before	antedate
anti	against	antifreeze
auto	self	autobiography
be	complete covering, excessive, by	becloud, bewilder, beside
bi	two	biannual
com, co	together, with	compact, coauthor
contra, counter	against	contraband, counteract
de	away, from	depart
dis	not, remove	disobey, disarm
en, em	in	enjoy, embrace
ex	out	export
fore	before	forewarn
hemi	half	hemisphere
hyper	too much	hyperactive
hypo	too little, below	hypoactive, hypodermic
in, im	into	input, impound
il, in, im, ir	not	illegal, incorrect, imperfect, irreplaceable
inter	between	interstate
mid	middle	midtown
mis	wrongly	misspell
mono	one	monologue
multi	many	multicolored
non	not	nonliving
over	too much, on top of	overcome, overcoat
poly	many	polysyllable
post	after	postwar
pre	before	prewar
pseudo	false	pseudonym
quasi	almost	quasi-victory
re	again	rewrite
semi	half, partly	semicircle, semitropical
sub	under	subway
super	better	superman
trans	across	transcontinental
tri	three	triangle
un	not	unnatural
uni	one	unicycle

Suffix	**Meaning**	**Example**
able, ible	capable of being	likeable, forcible
ance, ence, hood, ment, ness, ship sion, tion	state of	tolerance, persistance, childhood, amazement, loudness, friendship, decision, sanitation
age	act of	bondage
en	made of or as	sweeten
er, or	doer of action	hunter, actor
ful, ous, y	full of	beautiful, dangerous, windy
ic	pertaining to	comic
ish, like, ly	similar to or characteristic of	foolish, lifelike, friendly
ist	one who performs	violinist
less	without	wingless
port	to carry	transport
ward	in the direction of	foreward



Start
Finish
ab
sub
com
re
pro
in
Pit Stop
un
be
dis
ad
en
pre
de
Pit Stop
ex
in
im
con
mis
post
pro
1
2
2
1

Grand Pre

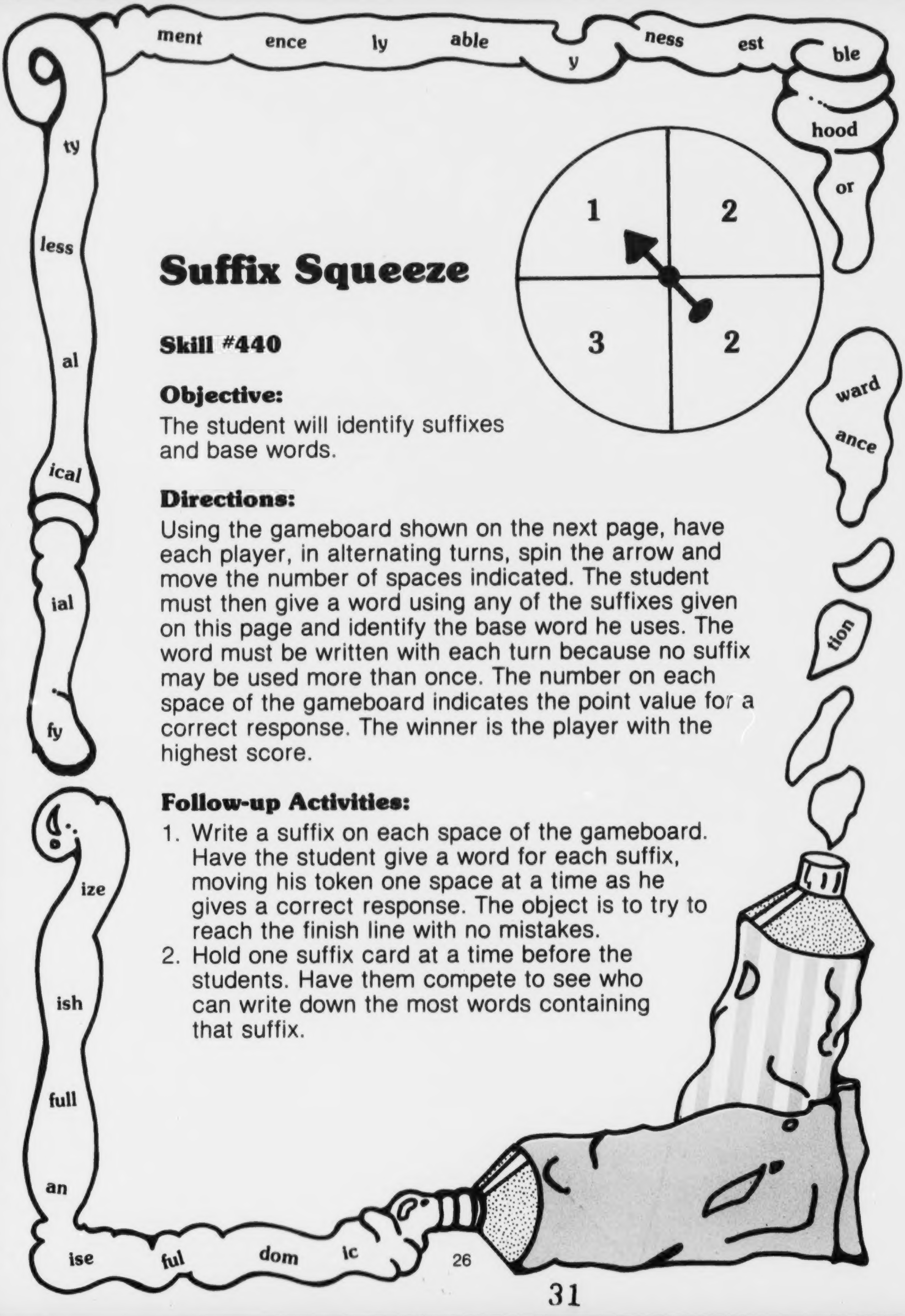
Skill #420

Objective:

The student will identify and use prefixes.

Directions:

In alternating turns, each student spins the arrow and moves his car playing piece the designated number of spaces. The player must read the prefix found on the space where his car lands and use it in a word. If he fails to do so, he forfeits his next turn. The same word cannot be given twice. If a player lands on "Pit Stop," the opponent gets an extra turn. The first player to reach the finish line wins the "Grand Pre."



Suffix Squeeze

Skill #440

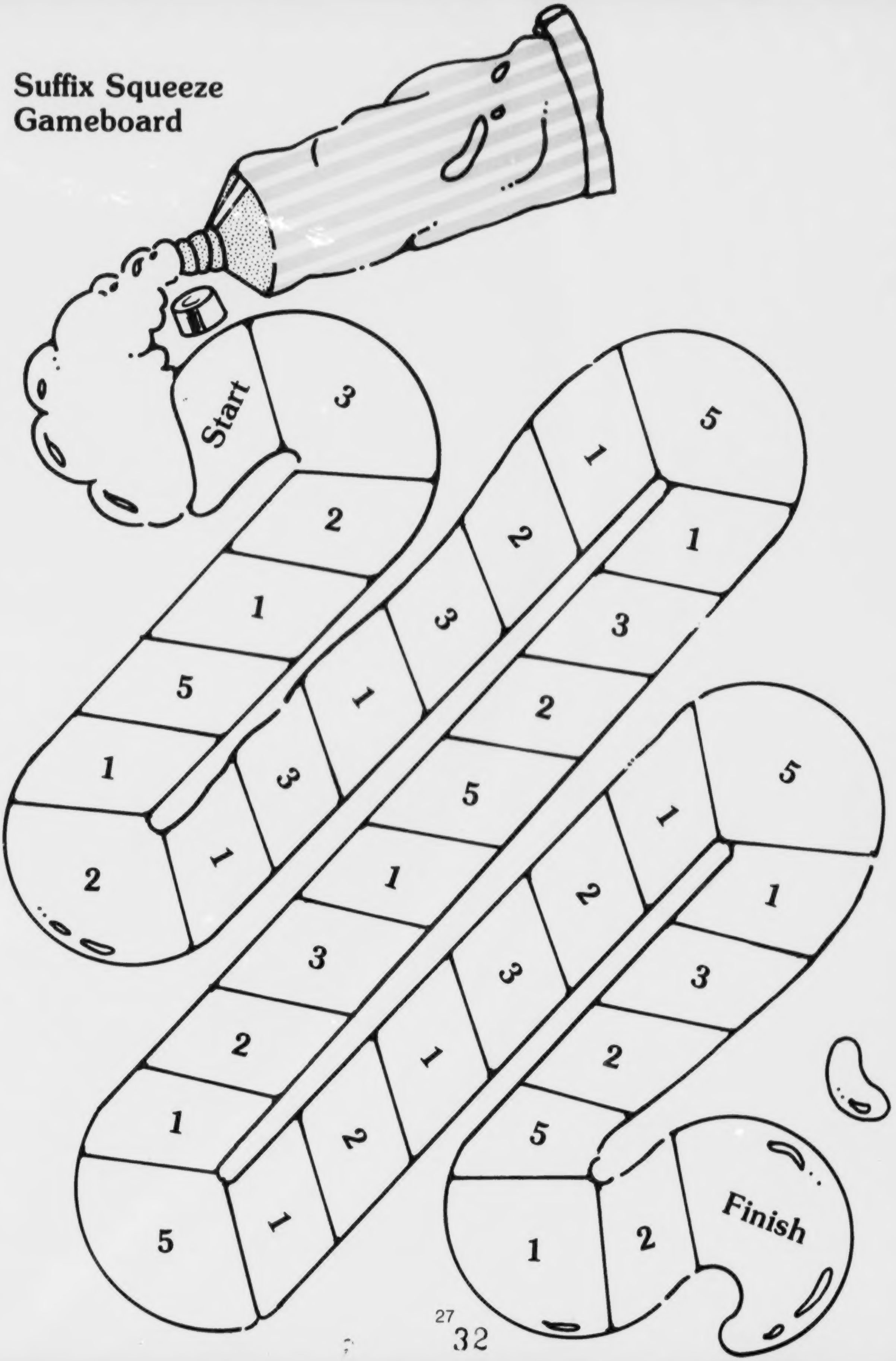
Objective:
The student will identify suffixes and base words.

Directions:
Using the gameboard shown on the next page, have each player, in alternating turns, spin the arrow and move the number of spaces indicated. The student must then give a word using any of the suffixes given on this page and identify the base word he uses. The word must be written with each turn because no suffix may be used more than once. The number on each space of the gameboard indicates the point value for a correct response. The winner is the player with the highest score.

Follow-up Activities:

1. Write a suffix on each space of the gameboard. Have the student give a word for each suffix, moving his token one space at a time as he gives a correct response. The object is to try to reach the finish line with no mistakes.
2. Hold one suffix card at a time before the students. Have them compete to see who can write down the most words containing that suffix.

Suffix Squeeze Gameboard


Start
3
2
1
5
1
2
1
3
1
3
2
1
5
1
3
2
5
1
3
2
1
5
1
2
1
3
2
1
5
1
3
2
5
1
2
Finish

Suffix Shuffle

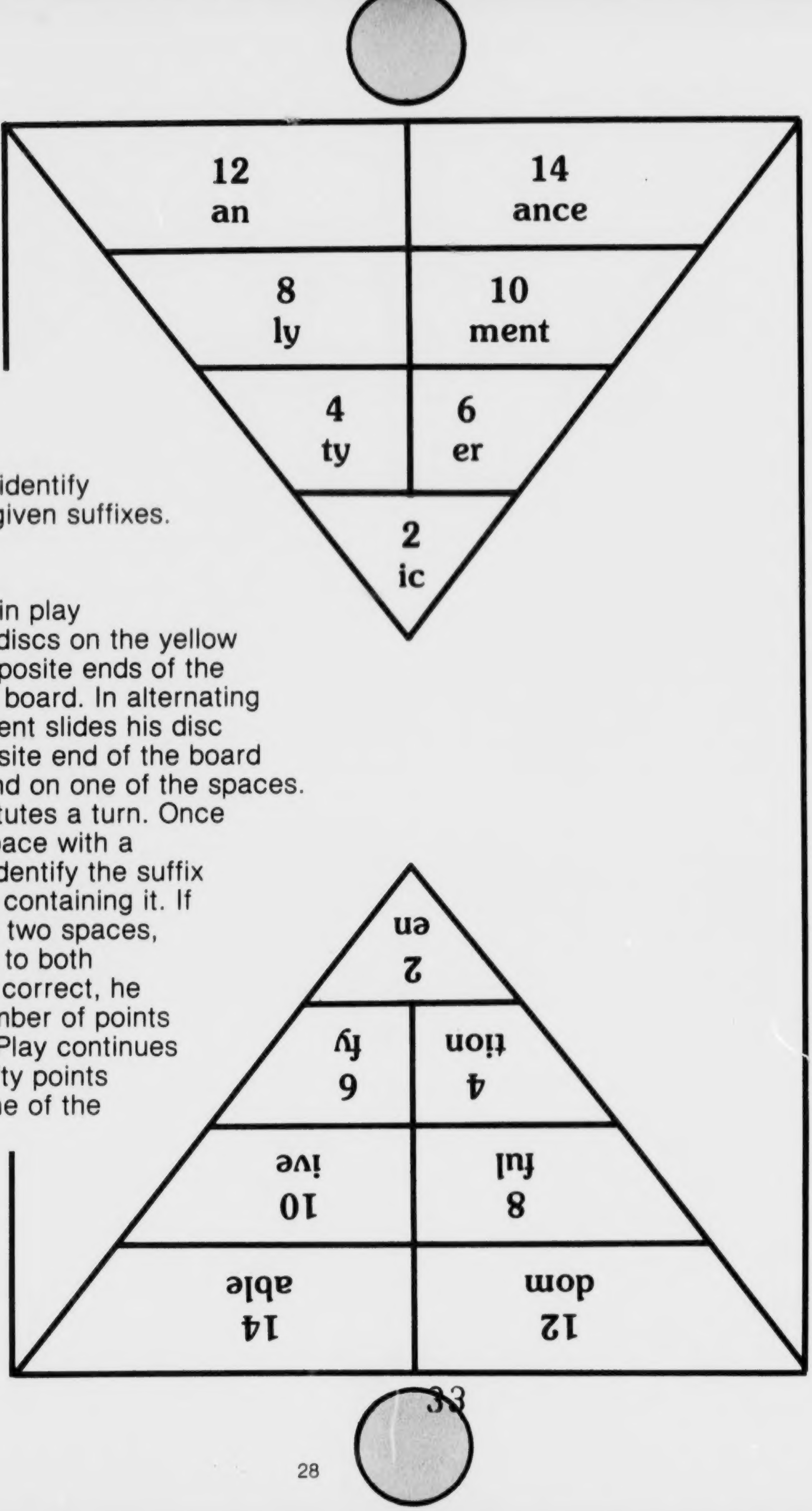
Skill #440

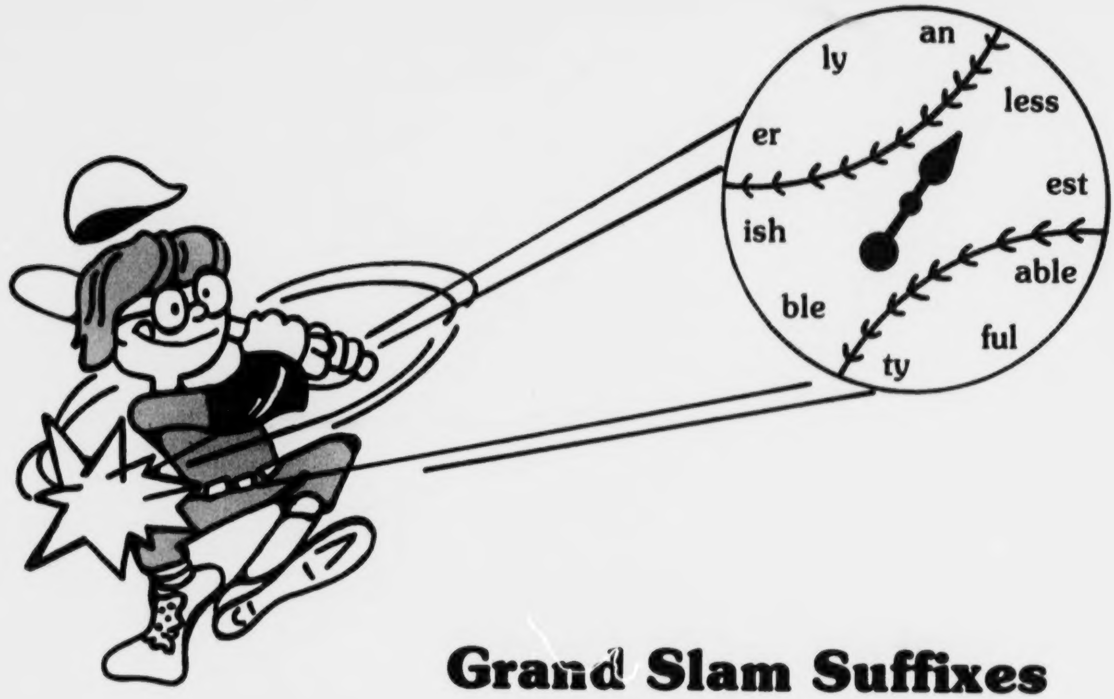
Objective:

The student will identify words by using given suffixes.

Directions:

Two players begin play by placing their discs on the yellow circles at the opposite ends of the table top shuffle board. In alternating turns, each student slides his disc toward the opposite end of the board attempting to land on one of the spaces. One slide constitutes a turn. Once he lands on a space with a suffix, he must identify the suffix and give a word containing it. If his disc touches two spaces, he may respond to both suffixes. If he is correct, he receives the number of points in the space(s). Play continues until a total of fifty points is reached by one of the players.





Grand Slam Suffixes

Skill #440

Objective:

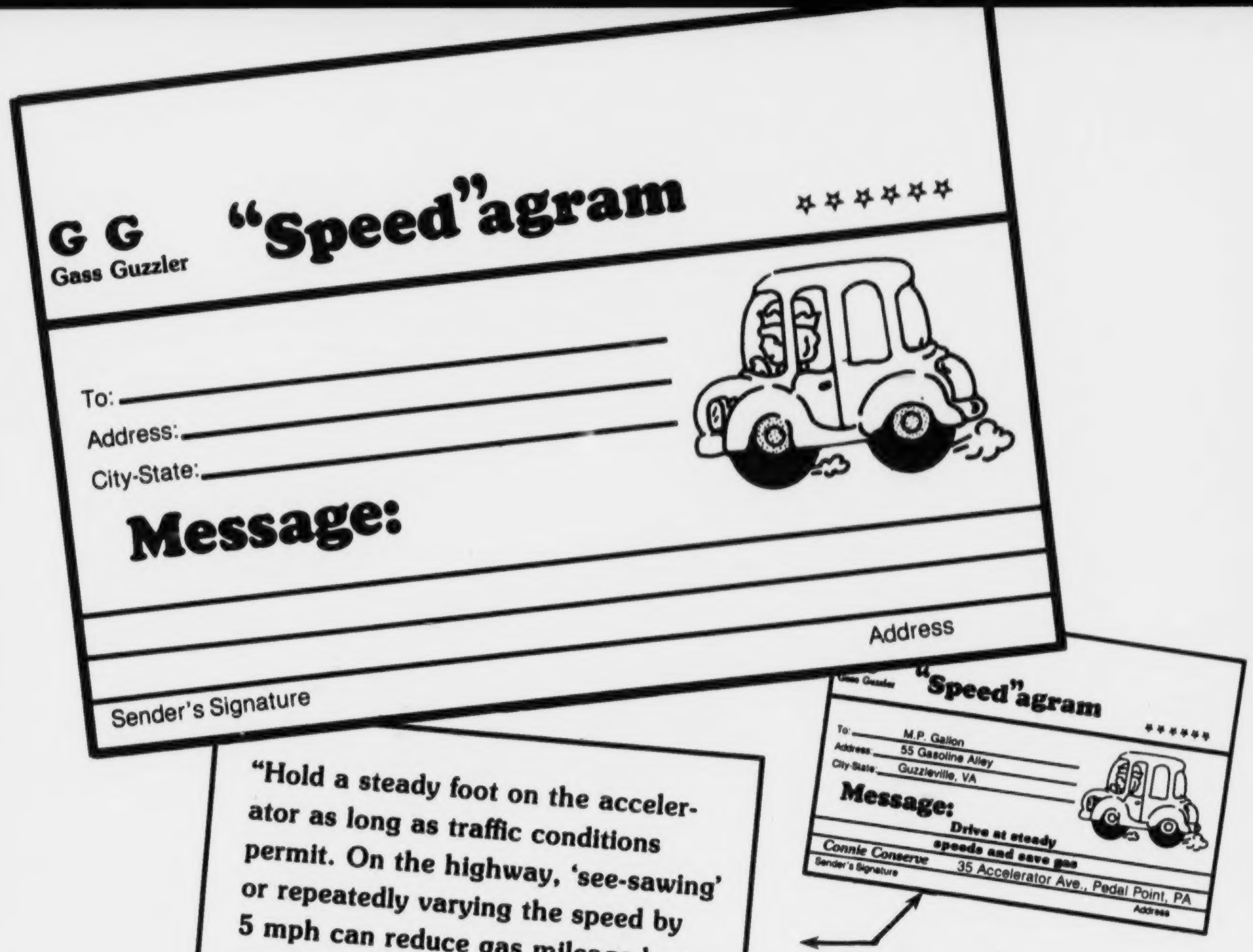
The student will identify suffixes in words.

Directions:

Provide each student with a response card in the shape of a bat. Have each student take a turn at bat by spinning the arrow on the baseball to a suffix. The student must use that suffix in a word and write it on his bat. The first player to get ten words on his bat makes a "grand slam."

Follow-up Activities:

1. Turn the bats from the activity face down and have each student select one that is not his own. In alternating turns, each player may choose a word from his bat to identify the root word and suffix. A point is awarded for each correct response.
2. Have the student give a pair of sentences using first a root word from follow-up one and then the new word that was formed to show how the usage of the word changed.



G G
Gass Guzzler

"Speed"agram

To:
Address:
City-State:

Message:

Sender's Signature

Address

Gass Guzzler

"Speed"agram

To: M.P. Gallon
Address: 55 Gasoline Alley
City-State: Guzzleville, VA

Message:

Drive at steady speeds and save gas

Connie Conserve
Sender's Signature

35 Accelerator Ave., Pedal Point, PA
Address

"Hold a steady foot on the accelerator as long as traffic conditions permit. On the highway, 'see-sawing' or repeatedly varying the speed by 5 mph can reduce gas mileage by as much as 1.3 miles per gallon."

This is the main idea of this paragraph.

"Speed"agram

Skill #460

Objective:
The student will identify the words that express the main idea.

Directions:
Write each paragraph from page 31 on a card and turn the cards face down. Have each student select one, determine the main idea and write it in message form on a "Speed"agram card. Encourage the students to express the main idea in as few words as possible.

Follow-up Activities:

1. Have the student arrange the cards and "Speed"agrams from the above activity in pairs, matching main ideas to the paragraphs.
2. Have the students write a "Speed"agram message concerning an important event taking place in their school.

"Speed"agram

When the traffic light far ahead turns red, take your foot off the accelerator immediately. The light may turn green again by the time you reach the intersection. If not, there's still a fuel saving. There is then less energy to be dissipated in braking. Don't tailgate. This necessitates additional braking, too.

Don't pump the accelerator or race the engine when your car isn't in motion. Use the brake pedal rather than the accelerator to hold your car in place on a hill.

As your speed increases so does your car's wind resistance - a big factor in gasoline mileage. Most automobiles get about 28% more miles per gallon on the highway at 50 mph than at 70 and about 21% more at 55 than at 70.

Accelerate gently except when entering high-speed traffic lanes or when passing. Hot-rod driving and jerky acceleration can increase fuel consumption by 2 miles per gallon in city traffic.

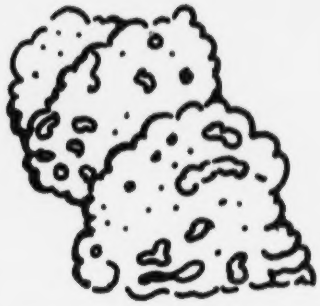
If you drive a car with a manual transmission, run through the lower gears gently and quickly for minimum gasoline consumption. Then build up speed in high gear. If you drive a car with an automatic transmission, apply enough gas pedal pressure to get the car rolling, then let up slightly on the pedal to ease the automatic transmission into high range as quickly as possible. More gas is consumed in the lower gears.

The average American car consumes a cup of gasoline every six minutes when idling. When you stop the car, don't idle the engine for more than a minute. If you are waiting for someone, turn off the engine. It takes less gasoline to restart the car than it does to idle it.

Ice cream has been with us for more than three thousand years. The Roman Emperor Nero used snow brought from the mountains near Rome to make a water-ice dessert. Honey, juice, and fruit were poured over the snow for flavorings. Marco Polo, an Italian, brought to Europe a recipe from China for making milk ice. Shortly afterward, both the Italians and the English made a frozen-milk product very much like our ice cream of today.

Recipes for ice cream were brought to America, where it became a favorite dessert for those who could afford it. Ice cream was very expensive until several inventions made it cheap enough for everyone to buy. These inventions were icehouses that were used to store ice in during hot weather and the hand-cranked freezer. The freezer used a mixture of ice and salt to make the food cool. Soon the frozen dessert was sold on the streets of New York City. The people who sold ice cream from horse-drawn wagons would call, "I scream, ice cream!" For one penny, people could also buy a cheap kind of frozen custard called "hokey-pokey."

More ice cream is eaten by Americans than any other people in the world. It became popular because, by the year 1900, ice cream could be bought almost everywhere. New inventions made it possible to build ice-cream factories very much like those in use today. Ice cream was eaten in cones, sandwiches, sodas, sundaes, and banana splits. The average person now eats about a scoop of ice cream every other day. Of course, some of us eat more, some eat less.



MAIN IDEAS
- ■ Americans eat more ice cream than any other people in the world.
- ■ Ice cream has been with us more than 3,000 years.
- ■ Ice cream had been very expensive until several inventions made it cheaper.

SUPPORTING DETAILS
- ■ The Italians and English made a frozen-milk product.
- ■ Ice cream is popular because it can be eaten in cones, sandwiches, sodas, and sundaes.
- ■ Marco Polo brought a milk-ice recipe to Europe from China.
- ■ The hand-cranked freezer uses ice and salt to cool the dessert.

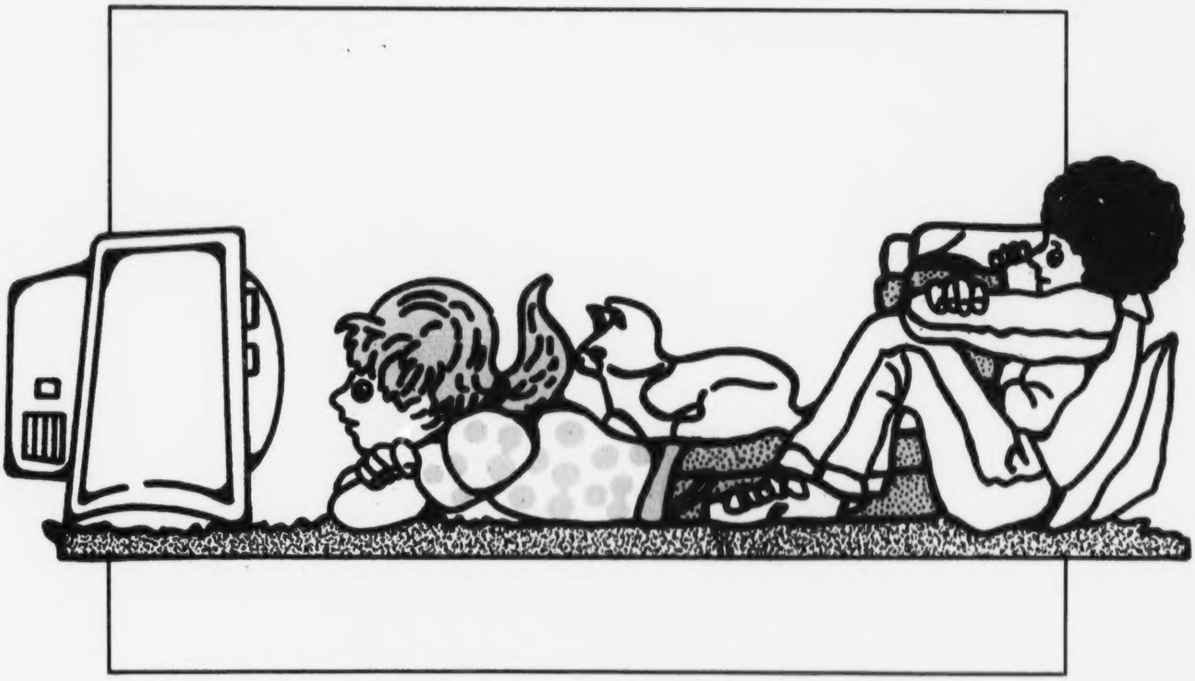
I. ______________________________
(main idea)
A. Emperor Nero made a water-ice dessert.
B. ______________________________
(supporting detail)
C. ______________________________
(supporting detail)
II. ______________________________
(main idea)
A. Icehouses stored ice during hot weather.
B. ______________________________
(supporting detail)
III. ______________________________
(main idea)
A. Ice cream could be bought almost anywhere in the United States.
B. ______________________________
(supporting detail)
C. The Average American eats a scoop of ice cream every other day.

Here's The Scoop

Skill #460

Objective:
The student will identify the main idea.

Directions:
Have the student read the article on ice cream and fill in the blanks to complete the outline. Have him choose his answers from the lists of main ideas and supporting details.



Debatable Idea

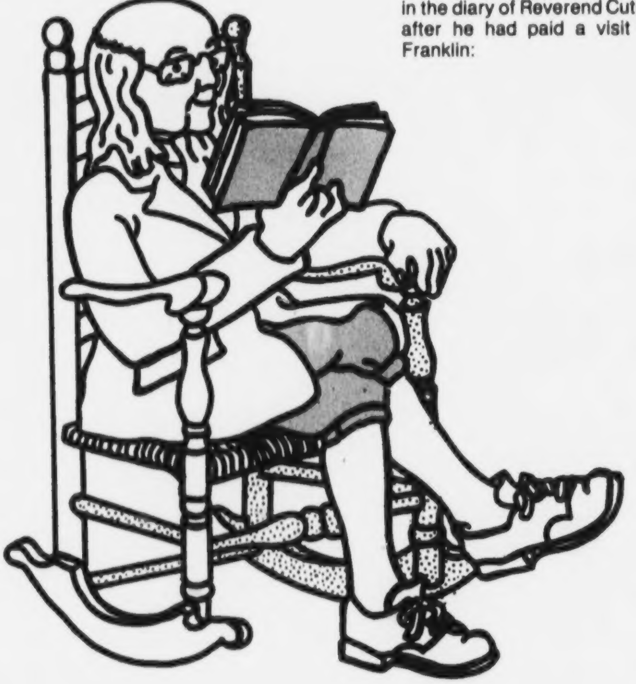
Skill #460

Objective:
The student will identify the main idea.

Directions:
Have two students view the same television program independently and have each one write down the main idea he thought the show was trying to put across. Each student must justify his answer.

Follow-up Activities:

1. Have the students compare the main ideas they wrote to the synopsis given in the *T.V. Guide.*
2. Have the student design a poster similar to a movie marquee to advertise the program viewed in the activity.



FAN ROCKER AND FLY CHASER

Benjamin Franklin owned a most interesting American rocker, which was described in the diary of Reverend Cutler after he had paid a visit to Franklin:

"...his great-armed chair, with rockers, and a large fan placed over it, with which he fans himself, keeps off flies, etc., while he sits reading, with only a small motion of his foot."

Ben Franklin's fan rocker and fly chaser no longer exists, and no illustration of it can be found, so we must imagine what it looked like and how it worked. Try to think of how Franklin might have converted his rocking chair into a fan rocker. Did he invent some kind of contraption that pulled strings when he rocked and activated an overhead fan? Or did he just tie loose branches with big leaves to the back of his rocker so they swayed and caused gentle breezes when he rocked? No one knows for sure, but it is an interesting design problem. How would you design a fan rocker?

Frankly Ben

Skill #480

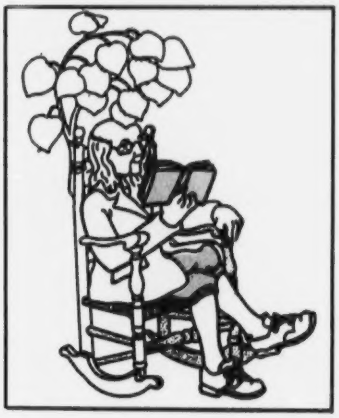
Objective:

The student will draw pictures of details.

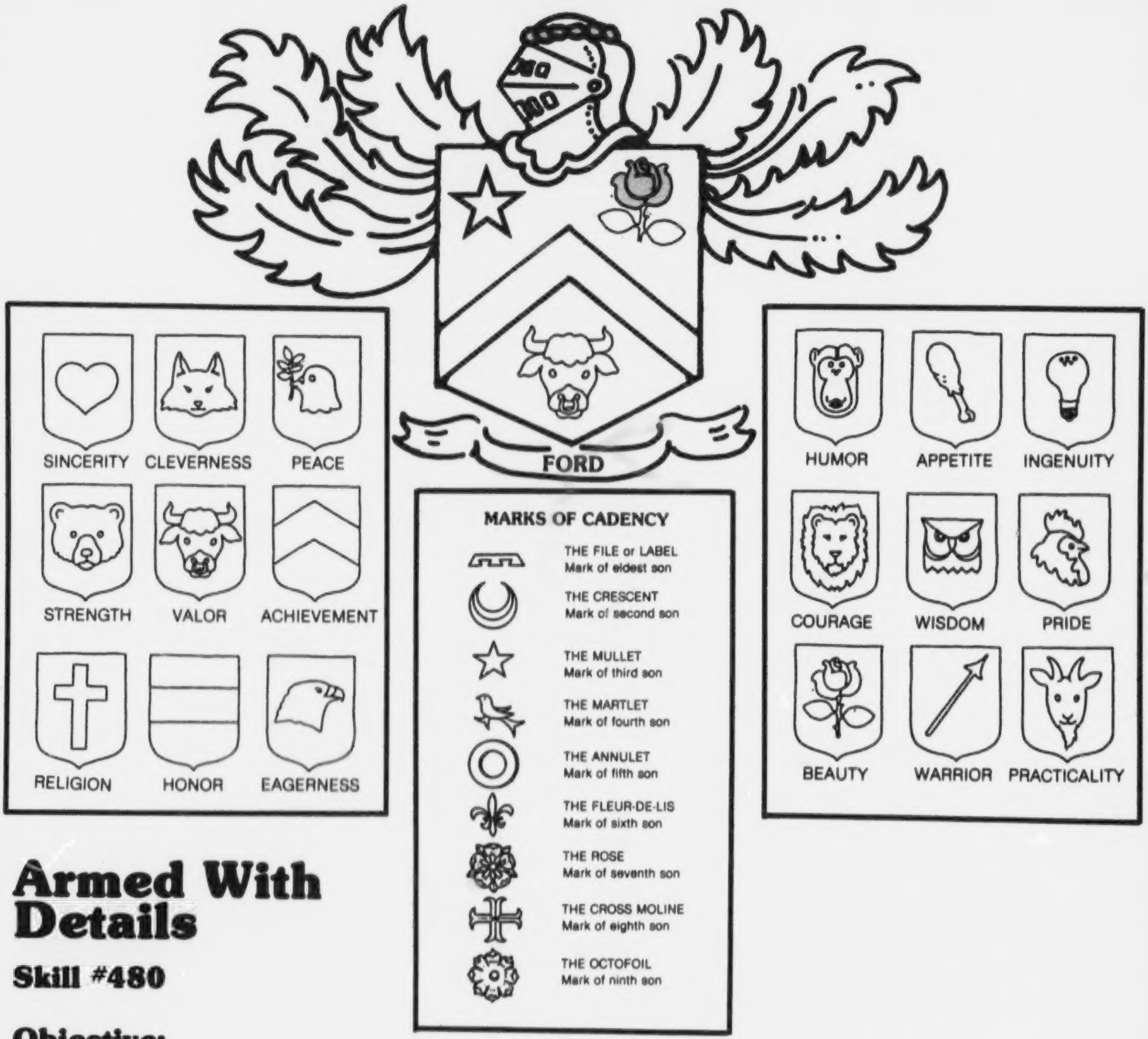
Directions:

Have the student read the selection "Fan Rocker and Fly Chaser" and make a drawing of his interpretation of the rocker described. He may add to the picture provided or draw a completely different one. Encourage the student to be inventive!

One Interpretation ↓



"Fan Rocker and Fly Chaser" taken from Steven Caney's Kids' America


SINCERITY
CLEVERNESS
PEACE
STRENGTH
VALOR
ACHIEVEMENT
RELIGION
HONOR
EAGERNESS
FORD
HUMOR
APPETITE
INGENUITY
COURAGE
WISDOM
PRIDE
BEAUTY
WARRIOR
PRACTICALITY
MARKS OF CADENCY
THE FILE or LABEL Mark of eldest son
THE CRESCENT Mark of second son
THE MULLET Mark of third son
THE MARTLET Mark of fourth son
THE ANNULET Mark of fifth son
THE FLEUR-DE-LIS Mark of sixth son
THE ROSE Mark of seventh son
THE CROSS MOLINE Mark of eighth son
THE OCTOFOIL Mark of ninth son

Armed With Details

Skill #480

Objective:

The student will draw pictures of detail.

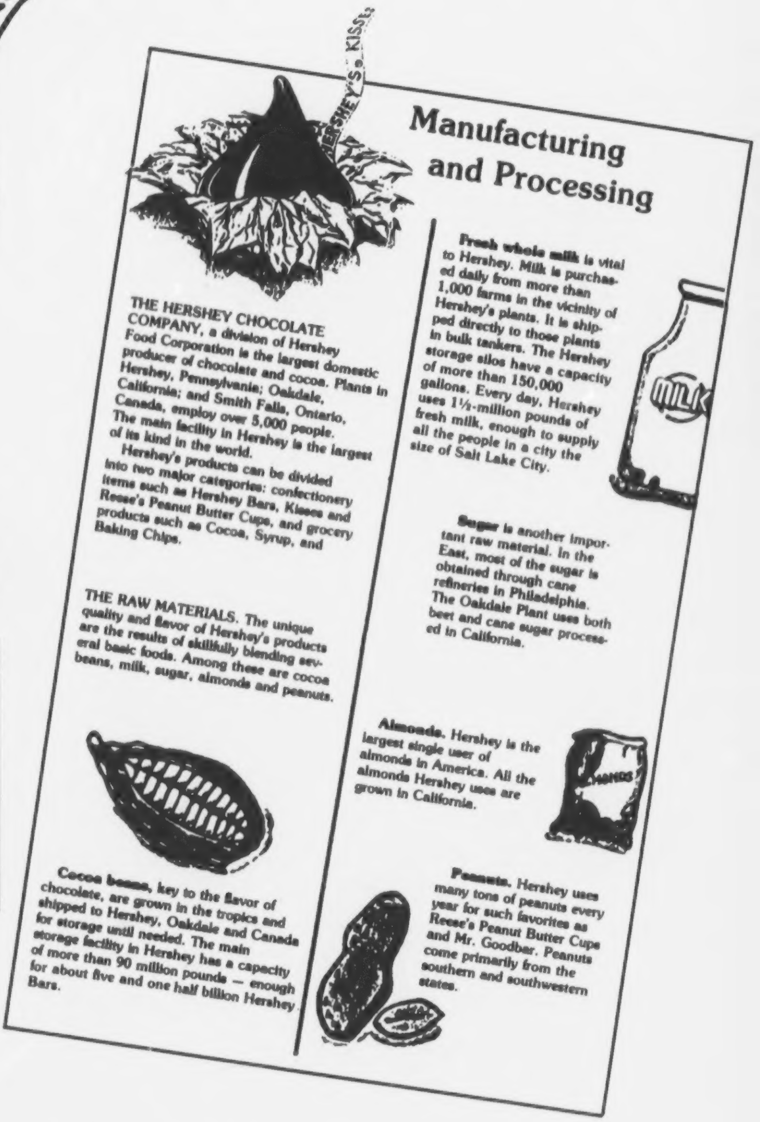
Directions:

Have each student write a brief summary of his family traits to the best of his knowledge. Then have each student design his own coat of arms by copying or tracing the shield outline and adding emblems in an orderly design making sure the emblems depict his family traits.

Follow-up Activities:

1. Have students guess one another's family traits as each student displays his coat of arms.
2. Make an attractive bulletin board display using the completed coats of arms.

HERSHEY'S KISSES


HERSHEY'S KISSES

Manufacturing and Processing

THE HERSHEY CHOCOLATE COMPANY, a division of Hershey Food Corporation is the largest domestic producer of chocolate and cocoa. Plants in Hershey, Pennsylvania; Oakdale, California; and Smith Falls, Ontario, Canada, employ over 5,000 people. The main facility in Hershey is the largest of its kind in the world.

Hershey's products can be divided into two major categories: confectionery items such as Hershey Bars, Kisses and Reese's Peanut Butter Cups, and grocery products such as Cocoa, Syrup, and Baking Chips.

THE RAW MATERIALS. The unique quality and flavor of Hershey's products are the results of skillfully blending several basic foods. Among these are cocoa beans, milk, sugar, almonds and peanuts.

Cocoa beans, key to the flavor of chocolate, are grown in the tropics and shipped to Hershey, Oakdale and Canada for storage until needed. The main storage facility in Hershey has a capacity of more than 90 million pounds — enough for about five and one half billion Hershey Bars.

Fresh whole milk is vital to Hershey. Milk is purchased daily from more than 1,000 farms in the vicinity of Hershey's plants. It is shipped directly to those plants in bulk tankers. The Hershey storage silos have a capacity of more than 150,000 gallons. Every day, Hershey uses 1½-million pounds of fresh milk, enough to supply all the people in a city the size of Salt Lake City.

Sugar is another important raw material. In the East, most of the sugar is obtained through cane refineries in Philadelphia. The Oakdale Plant uses both beet and cane sugar processed in California.

Almonds. Hershey is the largest single user of almonds in America. All the almonds Hershey uses are grown in California.

Peanuts. Hershey uses many tons of peanuts every year for such favorites as Reese's Peanut Butter Cups and Mr. Goodbar. Peanuts come primarily from the southern and southwestern states.

1. The unique quality and flavor of Hershey's products are the result of what? List the basic foods in alphabetical order.
2. If you had 90 million pounds of cocoa beans, how many Hershey Bars could you make?
3. How many farms supply Hershey with milk each day?
4. How is the milk shipped? How much can be stored?
5. Where does Hershey get cocoa beans? Almonds? Sugar? Peanuts?
6. Find the sentence that best represents the main idea and underline it.

Sweet Detail

Skill #480

Objective:

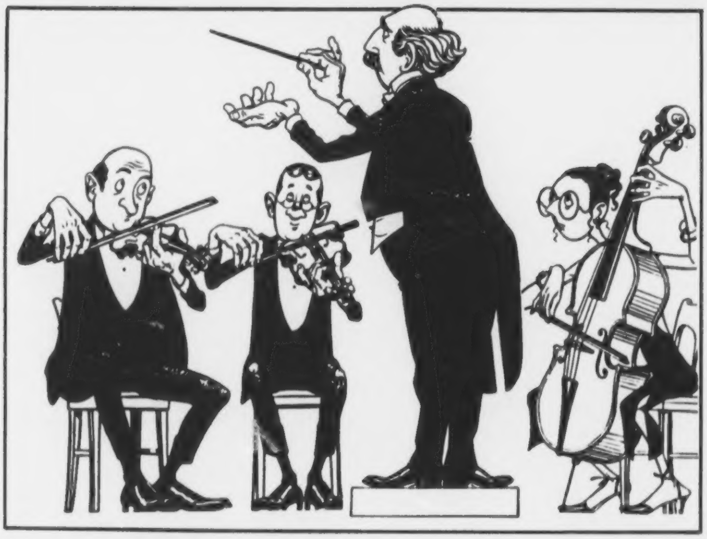
The student will recall items related to the main idea.

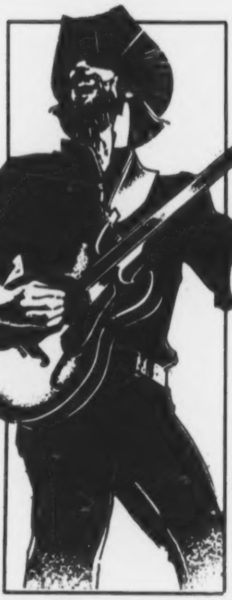
Directions:

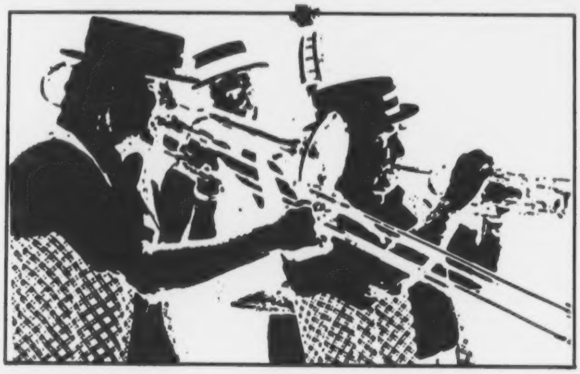
Have the student read the selection about the raw materials used by the Hershey Chocolate Company. After he reads the material, have him answer the questions shown above.

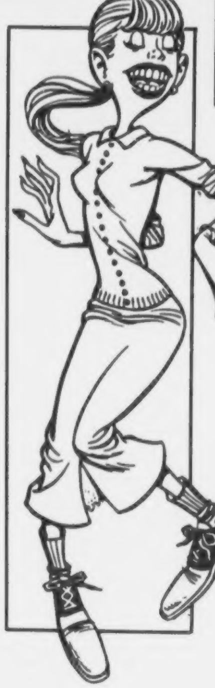
Follow-up Activites:

1. Prepare "Kiss"-shaped cards each with one of the ingredients of chocolate written on it. Have each student draw one and tell as many details as he can remember about that ingredient as related to the production of chocolate.
2. Have the students make cardboard costumes in the shapes of Hershey products and prepare and present a skit on the production of chocolate.









Song Titles:
1. *"San Antonio Rose"*
2. *"Splish Splash"*
3. *"Bell Bottom Blues"*
4. *"Thriller"*
5. *"Smoke Gets in Your Eyes"*

Classifying Songs

Skill #500

Objective:

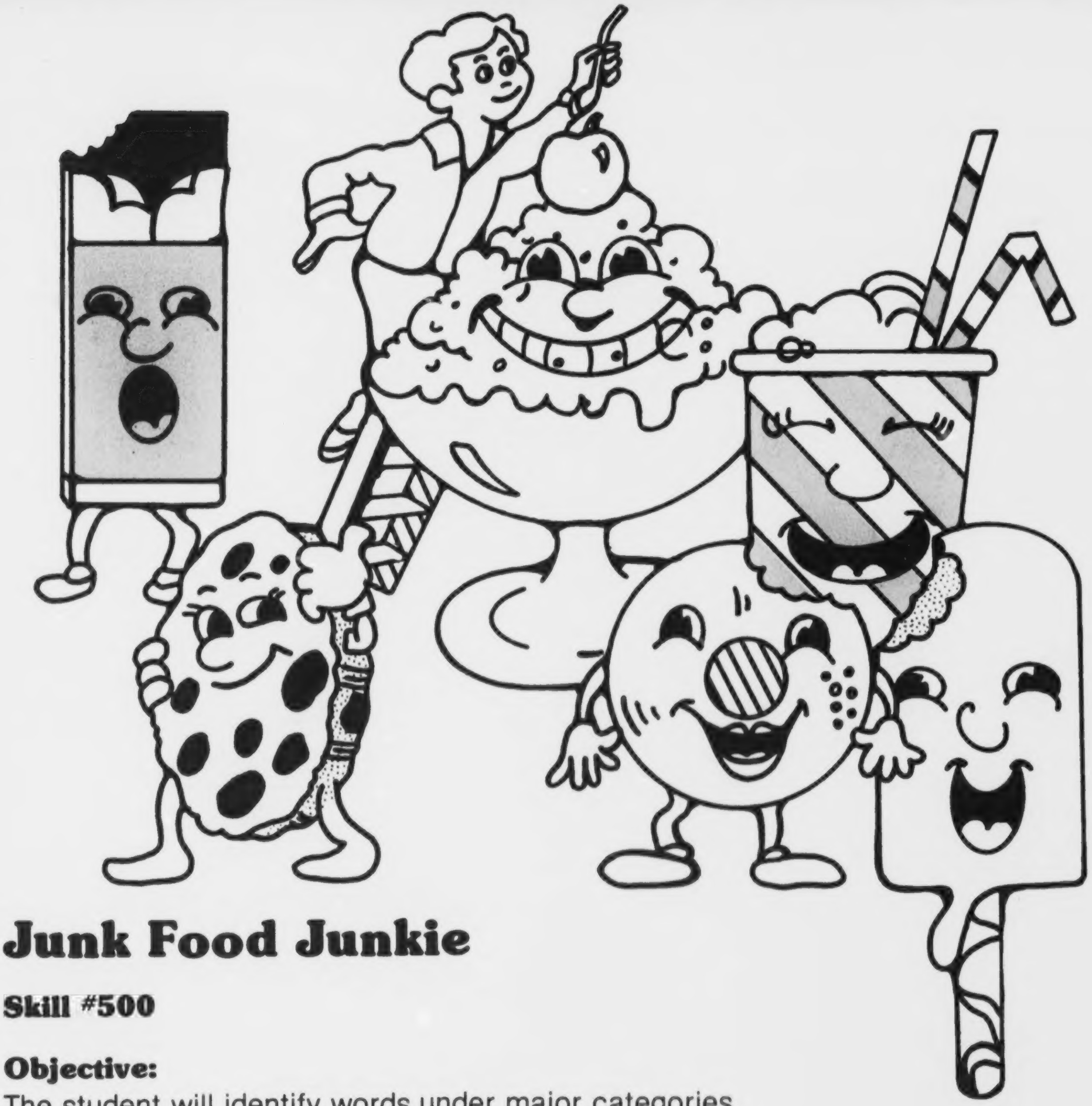
The students will arrange words under a specific topic.

Directions:

Help the students compile a list of titles of familiar songs and have them categorize the songs by subject or musical style. Examples of categories: ballads, blues, country-western, folk, jazz, pop, rock, spiritual.

Follow-up Activities:

1. Have groups of students analyze the lyrics of some songs in each category and list the common qualities, such as subject, words and length. Have the different groups report on their findings.
2. Have students silently read the lyrics of a song that is predominantly happy, sad, funny or patriotic. Ask them what they think the mood of the song is and give reasons to back up their answers. Have them categorize several songs according to their moods.



Junk Food Junkie

Skill #500

Objective:
The student will identify words under major categories.

Directions:
To help students develop "food awareness," have them collect labels from their favorite junk foods. Instruct the students to sort the labels under the categories of sugar, salt and fat according to the first ingredient listed on each label. It may be necessary to look beyond to the second or third ingredient.

Follow-up Activities:

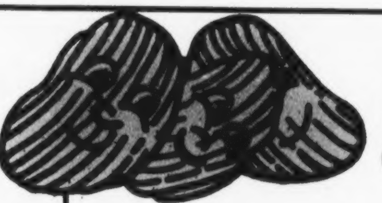
1. Have the students make up new packaging and slogans that are more truthful in emphasizing the main ingredients.
2. Have each student use the packaging ideas and slogans from follow-up one to design a poster of foods under one of the categories. All of the posters may be assembled for a bulletin board display.

Cookie Label

INGREDIENTS: ENRICHED FLOUR (UNBLEACHED, WITH NIACIN, IRON, THIAMINE HYDROCHLORIDE AND RIBOFLAVIN), VEGETABLE SHORTENING (PARTIALLY HYDROGENATED SOY, PALM AND COTTONSEED OILS), DEXTROSE, SUGAR, PEANUT BUTTER, CONTAINS 2% OR LESS OF EACH OF THE FOLLOWING: SOY FLOUR, COCOA, CORN STARCH, SOY LECITHIN, SALT, LEAVENING, (BAKING SODA AND AMMONIUM BICARBONATE), VEGETABLE MONOGLYCERIDES, WHEY, ARTIFICIAL FLAVOR.

The labels on most processed foods must list ingredients in the descending order of concentration and weight. The first three ingredients on a label are the predominant ones in the product. If a label reads vegetable oil, modified corn starch and lactose milk sugar, that means the main ingredient is oil, the second ingredient in a lesser amount is cornstarch, and the third ingredient in an even lesser amount is a form of sugar.

Junk Food Junkie



Potato Chips

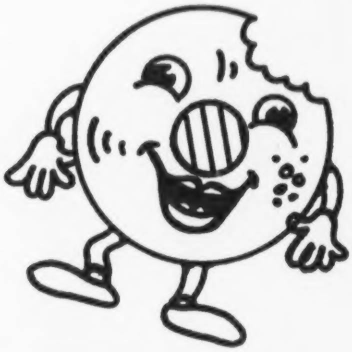
Ingredients: Potatoes, Vegetable Oil (Contains one or more of the following: Cottonseed Oil, Corn Oil, Peanut Oil, Partially Hydrogenated Soybean Oil, Partially Hydrogenated Sunflower Oil or Palm Oil), Salt, Nonfat Milk, Sour Cream Solids, Maltodextrin, Whey, Modified Food Starch, Hydrolyzed Plant Protein, Dextrose, Artificial and Natural Flavors, Torula Yeast, Monosodium Glutamate, Lactic Acid, Artificial Colors, Sodium Caseinate, Gum Arabic, Citric Acid, Disodium Inosinate and Disodium Guanylate.

Breakfast Cereal

INGREDIENTS: SUGAR, OAT FLOUR, DEGERMED YELLOW CORNMEAL, CORN SYRUP, COCOA, CORN STARCH, WHEAT STARCH, DEXTROSE, SALT, GELATIN, CALCIUM CARBONATE, TRISODIUM PHOSPHATE, SODIUM ASCORBATE (VITAMIN C), ARTIFICIAL FLAVORS, NIACIN (A B VITAMIN), IRON (A MINERAL NUTRIENT), VITAMIN A PALMITATE, PYRIDOXINE HYDROCHLORIDE (VITAMIN B_6), RIBOFLAVIN (VITAMIN B_2), THIAMIN MONONITRATE (VITAMIN B_1), VITAMIN B_{12} AND VITAMIN D.

Cheese Crackers

INGREDIENTS: Enriched Flour (Flour, Niacin, Reduced Iron, Thiamine Mononitrate [Vitamin B_1], Riboflavin [Vitamin B_2]), Vegetable Shortening (contains one or more of the following partially hydrogenated oils: Soybean, Cottonseed, Palm, Peanut; and/or Coconut Oil), Skim Milk, Cheese, Salt, Paprika, Yeast.



It is interesting to note that there is much *hidden* sugar in food products which go under the various names of dextrose, honey, corn syrup, corn sweetener, molasses, invert sugar, etc. It would be easier for consumers to understand if a label simply stated what percentage of that package food is sugar, such as "Tillie's Breakfast Treats — 50% sugar."

Words To Go On Playing Cards

flute
ocarina
bassoon
tuba
bagpipe
oboe
bugle
fife
piccolo
ukulele
lyre
zither
banjo
guitar
autoharp
mandolin
lute
harp
harpsichord
spinet
piano
bass viol
cello
violin
viola
dulcimer
accordion
calliope
organ
bagpipe
maracas
castanets
carillon
tambourine
bagpipe
cornet
drum
kettledrum
cymbals
marimba
xylophone
glockenspiel
clarinet
recorder
saxophone
sousaphone
harmonica
trumpet
trombone

Music Sheet
Blow Gabriel!
1. saxophone
2. tuba

Answer Key

OTHER STRINGS
harpsichord
spinet
piano
bass viol
cello
violin
viola
dulcimer

BLOW, GABRIEL!
flute
ocarina
bassoon
tuba
bagpipe
oboe
bugle
fife
piccolo
cornet
clarinet
recorder
saxophone
sousaphone
harmonica
trumpet
trombone

FINGER THESE STRINGS
ukulele
lyre
zither
banjo
guitar
autoharp
mandolin
lute
harp

SHAKE OR CLICK 'EM
maracas
castanets

SHAKE AND HIT!
tambourine

SQUEEZE ME
bagpipe
concertina
accordion

HIT THESE
drum
kettledrum
cymbals
marimba
xylophone
glockenspiel

RING THE BELLS

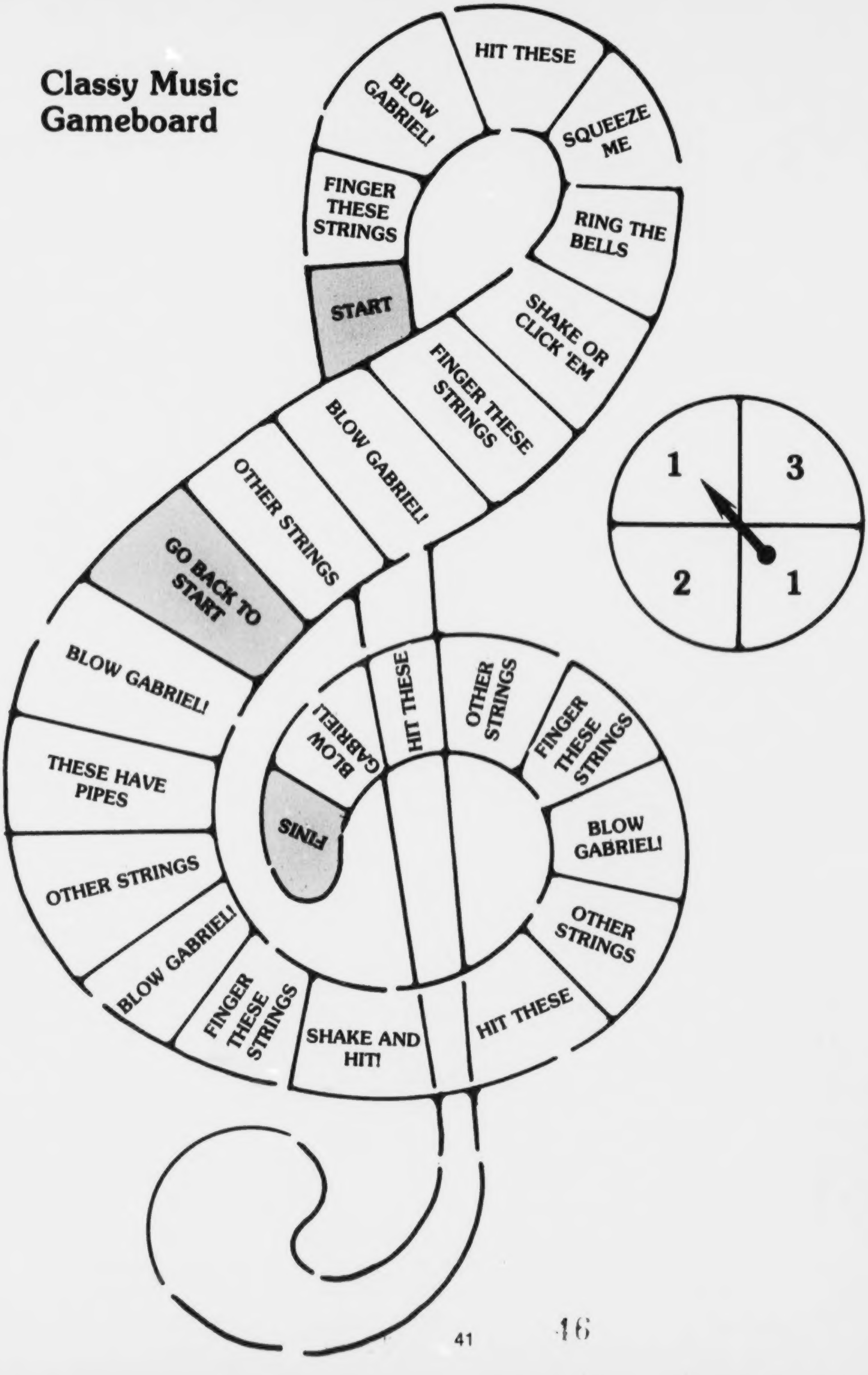
Classy Music

Skill #500

Objective:
The students will identify words under a major category.

Directions:
Make playing cards using the list of instruments given above. Each player is dealt five cards, and the remaining cards are placed face down in a stack. In alternating turns, each student spins the spinner and moves the number of spaces indicated on the gameboard. When the player lands on a space, he records on his music sheet the category named. He plays any cards he holds from that category and records them on his sheet as shown in the example. He draws the same number of cards from the stack to replenish his hand. Play then alternates to the next student. The game continues in this fashion until one student reaches finish by spinning the exact number to reach it. One point is given for each instrument recorded under its correct category. The first student to reach finish receives an additional five points. The student with the most points is the winner.

Classy Music Gameboard


START
FINGER THESE STRINGS
BLOW GABRIEL!
HIT THESE
SQUEEZE ME
RING THE BELLS
SHAKE OR CLICK 'EM
FINGER THESE STRINGS
BLOW GABRIEL!
OTHER STRINGS
GO BACK TO START
BLOW GABRIEL!
THESE HAVE PIPES
OTHER STRINGS
BLOW GABRIEL!
FINGER THESE STRINGS
SHAKE AND HIT!
HIT THESE
OTHER STRINGS
BLOW GABRIEL!
FINGER THESE STRINGS
OTHER STRINGS
HIT THESE
BLOW GABRIEL!
FINIS
1
3
2
1

concert
ballet
rodeo
opera
circus

twelve
forty
thirteen
seven
twenty-one

astronaut
machinist
secretary
salesman
doctor

peanuts
hamburger
doughnut
cheese
oatmeal

toaster
stove
refrigerator
dishwasher
freezer

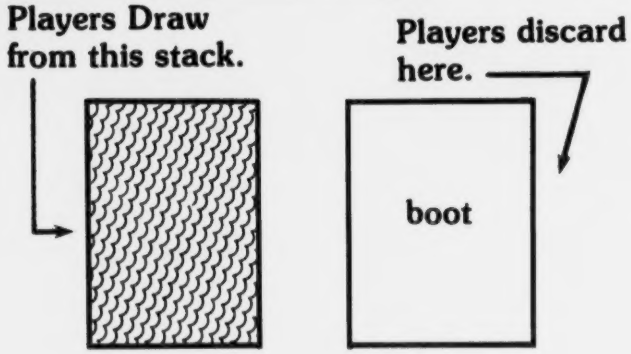
boot
sweater
jacket
shirt
dress

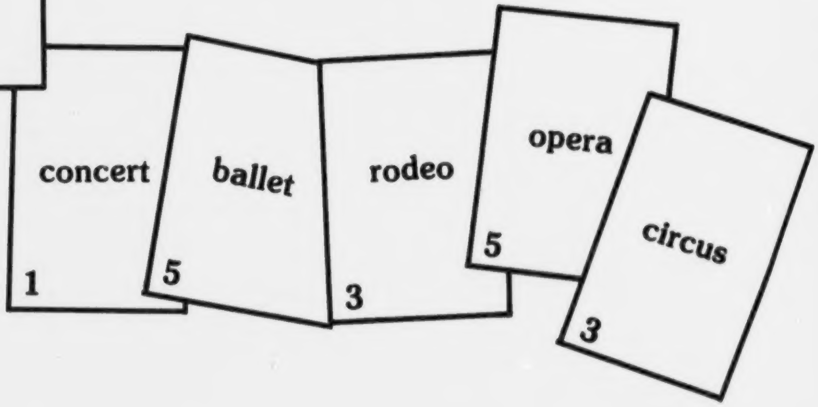
France
China
Germany
Japan
Peru

cotton
coffee
corn
soybeans
tobacco

November
March
February
May
December

encyclopedia
almanac
atlas
dictionary
thesaurus





Rummy Classification

Skill #500

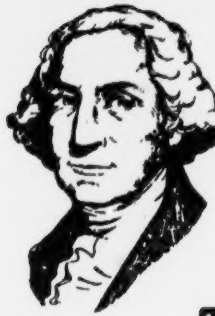
Objective:

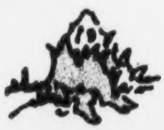
The student will arrange words according to a specific category.

Directions:

This card game is played like a game of "Rummy." Make playing cards using each of the words given above assigning a point value to each card. Each player is dealt seven cards and the rest of the deck is placed face down with one card turned up. In alternating turns, each player may draw a card from the stack or may pick up the discards if he can use the top card to complete a "book" on that play. A "book" is comprised of three or more cards with words pertaining to the same category. A card may also be played on an opponent's category. Each turn ends with a discard. When one player can play his last card, points are tallied.

1799	**Died at Mount Vernon**
1797	**Retired as President of U.S.**
1793	**Cotton gin invented**
1793	**Elected to second term as President**
1792	**National Mint established**
1791	**1st ten amendments to the Constitution adopted**
1790	**Supreme Court met for first time**
1789	**Elected President of the United States**
1787	**Elected President of the Constitutional Convention**
1777	**Valley Forge**
1775	**Named Commander-in-Chief of the American Army**
1759	**Married Martha Dandridge Curtis**
1732	**"The Father of Our Country" was born**





The Life Line

Skill #520

Objective:

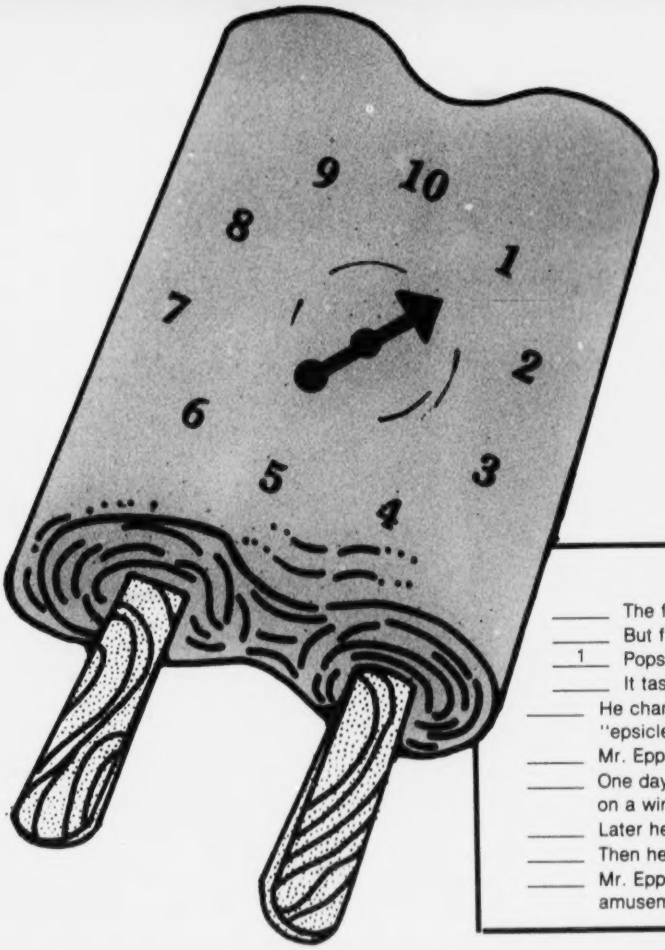
The student will identify relevant ideas in sequence.

Directions:

Have the students make a biographical life line of a famous person. Select a biography to be read with the class. Provide each student with a strip of paper on which each half inch represents one major event in the life of the subject. As you read each portion of the biography, discuss the events and the age of the subject when the events occurred.

Follow-up Activities:

1. Have each student select a figure from American history and chart a life line as in the above activity.
2. Display life lines from follow-up one side by side. Students can use these biography life lines to help put historical events into focus. For example, students can determine what George Washington was doing at the time Daniel Boone was establishing Boonesborough.



Answer Key

3 The frozen lemonade had a spoon sticking in it.
8 But first he had to come up with a name.
1 Popsicles were discovered by accident.
6 It tasted delicious!
9 He changed the word icicle by adding letters from his name to make "epsicle."
4 Mr. Epperson warmed the glass with his hands.
2 One day, a Mr. Epperson found a frozen glass of lemonade sitting on a window sill.
10 Later he sold hundreds of "epsicles" at his park.
5 Then he pulled out the frozen lemonade.
7 Mr. Epperson decided to sell these yummy treats at his amusement park.

_____ The frozen lemonade had a spoon sticking in it.
_____ But first he had to come up with a name.
__1__ Popsicles were discovered by accident.
_____ It tasted delicious!
_____ He changed the word icicle by adding letters from his name to make "epsicle."
_____ Mr. Epperson warmed the glass with his hands.
_____ One day, a Mr. Epperson found a frozen glass of lemonade sitting on a window sill.
_____ Later he sold hundreds of "epsicles" at his park.
_____ Then he pulled out the frozen lemonade.
_____ Mr. Epperson decided to sell these yummy treats at his amusement park.

Sicle Sequence

Skill #520

Objective:

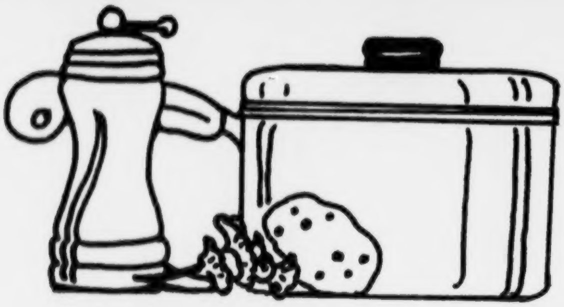
The student will rearrange sentences to make a story.

Directions:

This is an activity in which students arrange sentences in a logical order to discover interesting facts about the "Popsicle." In alternating turns, each student spins the arrow on the "Popsicle." The student must try to place the designated number next to the sentence representing that order in the story. A third person holds the answer key to officiate the game. If the player is incorrect, the number is removed and he loses his turn. Each time a player places a number correctly, he scores a point; the player with the most points wins the game.

Follow-up Activities:

1. Have the student cut the sentences apart, arrange them in order and retell the story in sequence.
2. Have the student cut pictures from magazines to illustrate a story and arrange them in sequence on a strip of poster board.



EASY CHILI

1 pound ground beef
1 onion, chopped
1 (8-ounce) can tomato sauce
1 cup water
1/2 cup chopped green pepper
1½ to 2 tablespoons chili powder
1/2 teaspoon salt
1/4 teaspoon pepper
Dash of ground oregano
2 (16-ounce) cans kidney beans, undrained

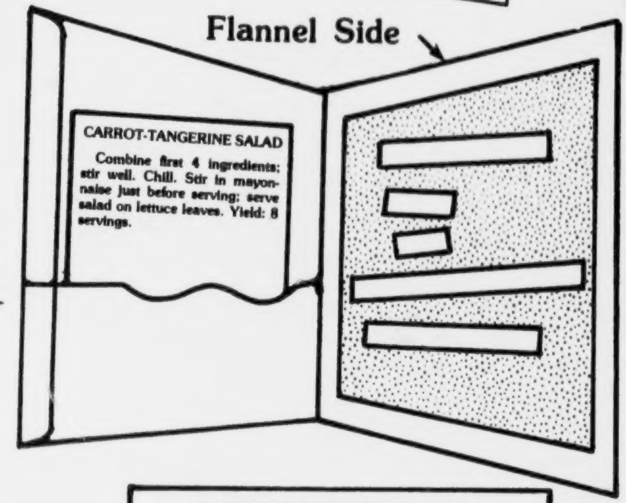
Combine ground beef and onion in a Dutch oven; cook until beef is browned, stirring to crumble meat. Drain off pan drippings. Add remaining ingredients, except beans; cover and simmer 20 minutes. Stir in beans; continue to cook, covered, 45 minutes. Remove cover, and cook an additional 15 minutes. Yield: 2 quarts.

QUICK NUT FUDGE

1 (16-ounce) package powdered sugar, sifted
1/2 cup cocoa
1/4 teaspoon salt
1/4 cup milk
1/4 cup plus 2 tablespoons butter or margarine
1 tablespoon vanilla extract
3/4 cup chopped pecans, divided

Combine all ingredients except pecans in top of double boiler; bring water to a boil. Reduce heat and cook, stirring constantly, until mixture is smooth. Remove from heat; stir in 1/2 cup pecans.

Quickly spread mixture into a lightly greased 9- x 5- x 3-inch long loafpan; sprinkle with remaining pecans. Chill until firm; cut into squares. Store in refrigerator. Yield: about 3½ dozen.



Flannel Side

Pocket Folder

CARROT-TANGERINE SALAD

Combine first 4 ingredients; stir well. Chill. Stir in mayonnaise just before serving; serve salad on lettuce leaves. Yield: 8 servings.

Recipe Melange

Skill #520

Objective:

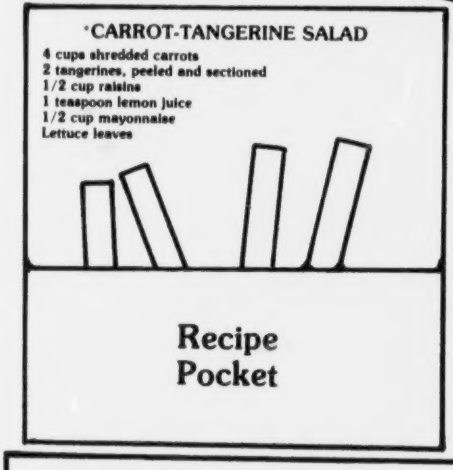
The student will relate sentences which follow one another in specific order.

Directions:

Have the student select a recipe from the pocket folder. He must remove the strips from the recipe pocket and arrange them in proper sequence on the flannel side of the folder. Have an answer key available for self checking.

Follow-up Activities:

1. Allow the students to prepare one of the recipes in class as a group project. Encourage a discussion of the importance of following the recipe steps in order.
2. Have each student present a demonstration of how to do or make something. Remind him of the importance of proper sequence.



CARROT-TANGERINE SALAD

4 cups shredded carrots
2 tangerines, peeled and sectioned
1/2 cup raisins
1 teaspoon lemon juice
1/2 cup mayonnaise
Lettuce leaves

Recipe Pocket

Stir in mayonnaise just before serving.

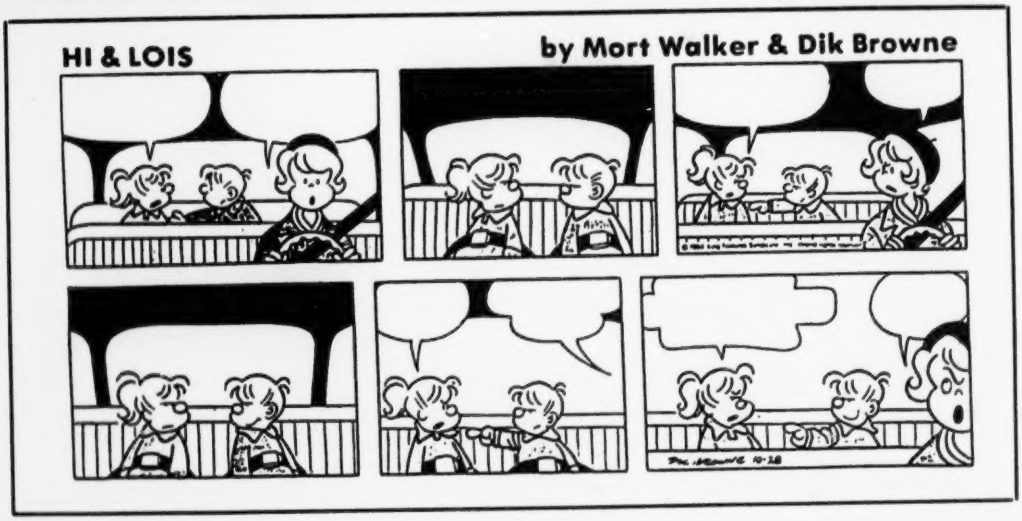
Chill.

Serve salad on lettuce leaves.

Stir well.

Combine first 4 ingredients.

Flannel Backed Recipe Strips →


HI & LOIS
by Mort Walker & Dik Browne

Comic Conclusions

Skill #540

Objective:

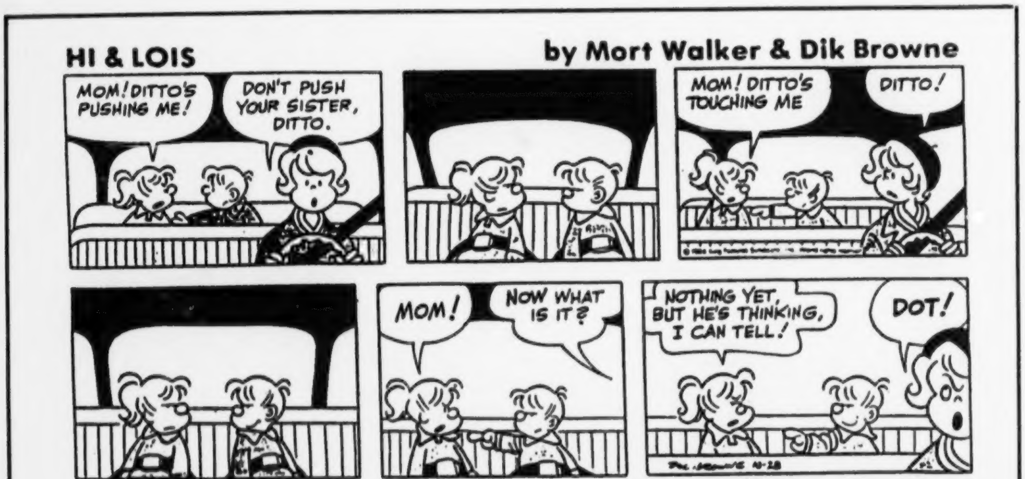
The student will draw a conclusion.

Directions:

Make a copy of a comic strip like the one shown above omitting the dialogue. Have the student draw his own conclusions as to what the characters might be saying and have him write dialogue in the appropriate spaces. Let him compare his version to the original.

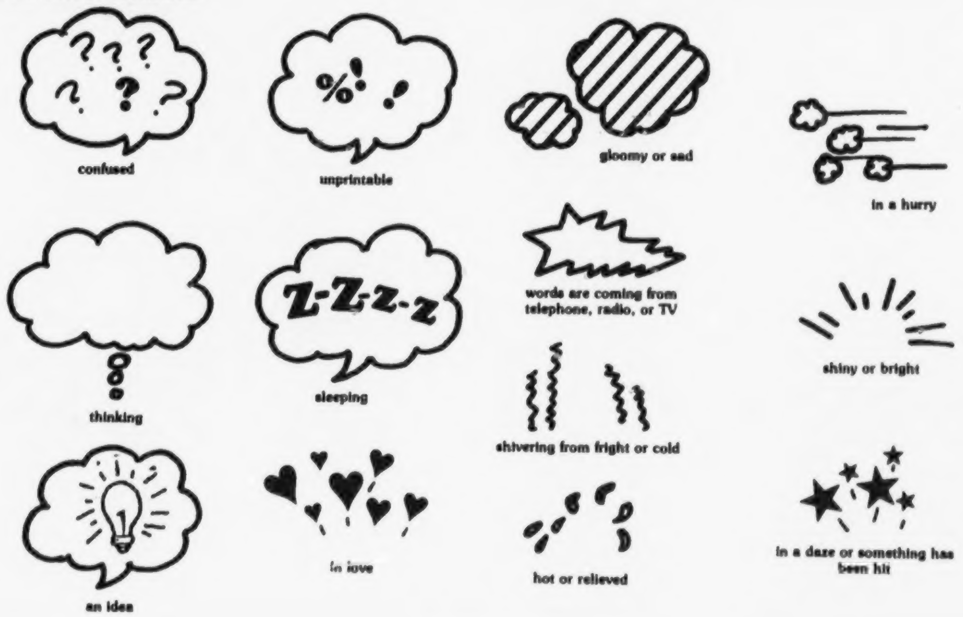
Follow-up Activities:

1. Give the student a comic strip with the last frame missing. Ask him to draw his own conclusion as to what will happen, prepare the missing picture and complete the dialogue.
2. Have each student describe his impressions of the personalities of each character in the comic strip. Then have the students compare their results.

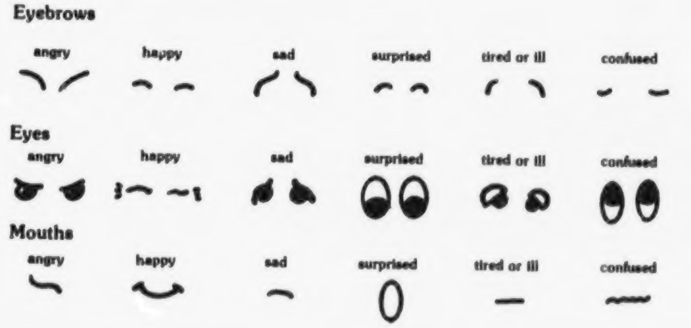

HI & LOIS
by Mort Walker & Dik Browne
MOM! DITTO'S PUSHING ME!
DON'T PUSH YOUR SISTER, DITTO.
MOM! DITTO'S TOUCHING ME
DITTO!
MOM!
NOW WHAT IS IT?
NOTHING YET, BUT HE'S THINKING, I CAN TELL!
DOT!

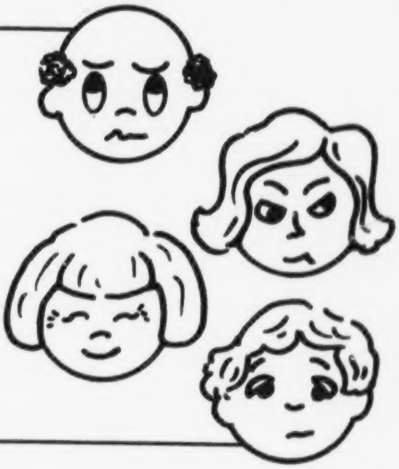
Page 47 offers symbols and expressions used in writing comic strips.

COMIC STRIP SYMBOLS


?
%!
confused
unprintable
gloomy or sad
in a hurry
thinking
Z-Z-z-z
sleeping
words are coming from telephone, radio, or TV
shiny or bright
shivering from fright or cold
an idea
in love
hot or relieved
in a daze or something has been hit

COMIC STRIP FACIAL EXPRESSIONS


Eyebrows
angry
happy
sad
surprised
tired or ill
confused
Eyes
angry
happy
sad
surprised
tired or ill
confused
Mouths
angry
happy
sad
surprised
tired or ill
confused



COMIC STRIP WORDS

AAAAGH
AAA-CHOO
AARGH
AH-HAAA
ARRGGG
BANG
BLAM
BOM
BONG
BONK
BOO
BZZ-ZT
CRACK
EEEYAAAA
GLOM
HAH
HA-HA-HA-HA-HA
HISS
KER-PLOP
KLINK
KWAN
KWOMP
OOOO-OH
PHZZZ
POOF
POW
SNIP
SPLAM
THUD
UGH
UNGAAA
UNGARRR
WHAM
WHAP
WHOMP
WHOOSH
WHUMP
WOK
YEOWW
YYYYIIII
ZAK
ZAP

What's My Line

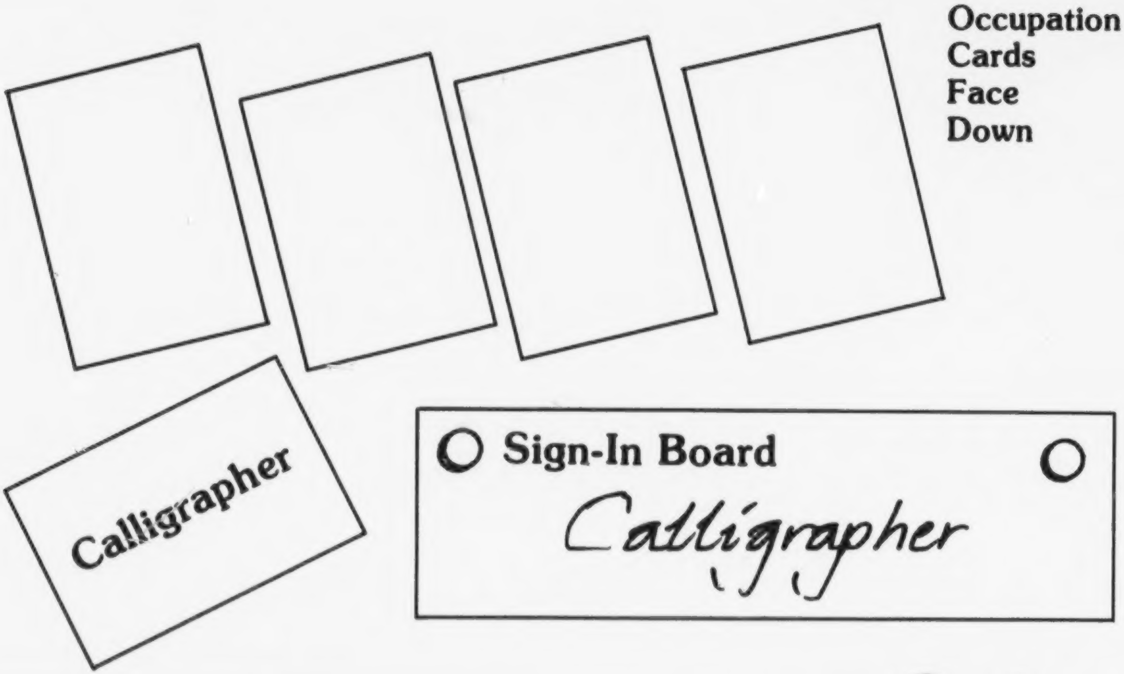
Skill #540

Objective:
The student will predict outcomes.

Directions:
This activity can be played with any number of students. One player is the "guest" and the others comprise the panel. Place occupation cards made from the list on the next page face down in front of the students. The "guest" draws a card and records the occupation on a sign-in board that is not seen by the panel. If a blank card is drawn, the play may choose any occupation he wishes. Each panelist may ask one question at a time that can be answered by "yes" or "no." After each round of questions, the panelists may guess the occupation as they are called in order, but each is given only one guess during each guest appearance. The panelist who correctly guesses the occupation becomes the next "guest."

Follow-up Activities:

1. Have a student give one-sentence clues as to the occupation on one of the cards. The student to correctly identify it has the next turn.
2. Have each student make a collage using pictures and object denoting his special interests and characteristics. Let the group identify the student that each collage represents.



A List of Occupations ...

A acrobat, actor, aircraft worker, airline worker, architect, artist, assembler, astrologer, athlete, attorney, auctioneer, auto mechanic
B babysitter, baker, banker, bank teller, bartender, beautician, beekeeper, biologist, bookkeeper, brick mason, broadcaster, bus driver, butcher, buyer
C cake decorator, calligrapher, carpenter, cashier, chauffeur, chef, chemist, choreographer, clerk, computer programmer, contractor, construction worker, controller, cook
D dancer, data processor, dental hygienist, dentist, dermatologist, designer, dietician, disc jockey, draftsperson, drummer
E ecologist, economist, editor, electrician, engineer, engraver, entertainer, estimator
F factory worker, farmer, file clerk, filmmaker, fireman, fisherman, florist, fortune teller
G gardener, genealogist, geologist, ghost writer, golfer, graphic artist, grocer, guard
H hair stylist, handyman, horse trainer, hypnotist
I ice skater, illustrator, innkeeper, inspector, instructor, insurance agent, interior decorator, interpreter, inventor, inventory control clerk, investigator
J janitor, jeweler, judge
K keypunch operator
L laboratory technician, legal secretary, librarian, linguist, lithographer, loan officer, locksmith

M machinist, mail carrier, manager, manicurist, masseur or masseuse, mechanic, medical assistant, metallurgist, meteorologist, milliner, model, musician
N news reporter, numismatist, nurse, nurseryman
O occupational therapist, oil worker, optometrist, order clerk, organist
P painter, personnel worker, pharmacist, photographer, physical therapist, physician, piano tuner, pilot, plasterer, plumber, police officer, printer, purchasing agent
Q quality control manager, quilt maker
R railroad worker, rancher, realtor, receptionist, recreation director, refinisher, repair person, restaurateur, roofer
S salesperson, scuba diver, seamstress, secretary, service man or woman (Army, Navy, etc.), shipping clerk, sign painter, social worker, stenographer, steward or stewardess, surveyor
T tailor, tattooer, taxidermist, taxi driver, teacher, telephone operator, therapist, tool and die maker, travel agent, truck driver, typesetter, typist
U undertaker, upholsterer, urban planner
V valet, veterinarian, video technician

Ludwig Van Beethoven

Composer Conclusions

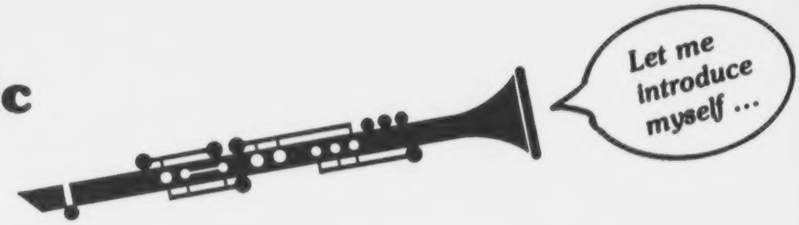
Skill #540

Objective:
The student will draw conclusions.

Directions:
Play recordings of several works by the same composer, such as movements of Beethoven's Third ("Eroica"), Fifth or Sixth ("Pastoral") Symphonies or Woody Guthrie's "This Land Is Your Land" and "So Long, It's Been Good To Know You." Ask students to hypothesize and then write about the background of the composer and compare their hunches with the factual information.

Follow-up Activities:
1. Have students read just the title of a song they are unfamiliar with and draw conclusions as to what the song is about.
2. Have students sing a song with a story line and ask them to write a different ending for the song. Emphasize that the ending must fit in with the rest of the lyrics.

Let's Make Music


Let me introduce myself ...

Skill #560

Objective:

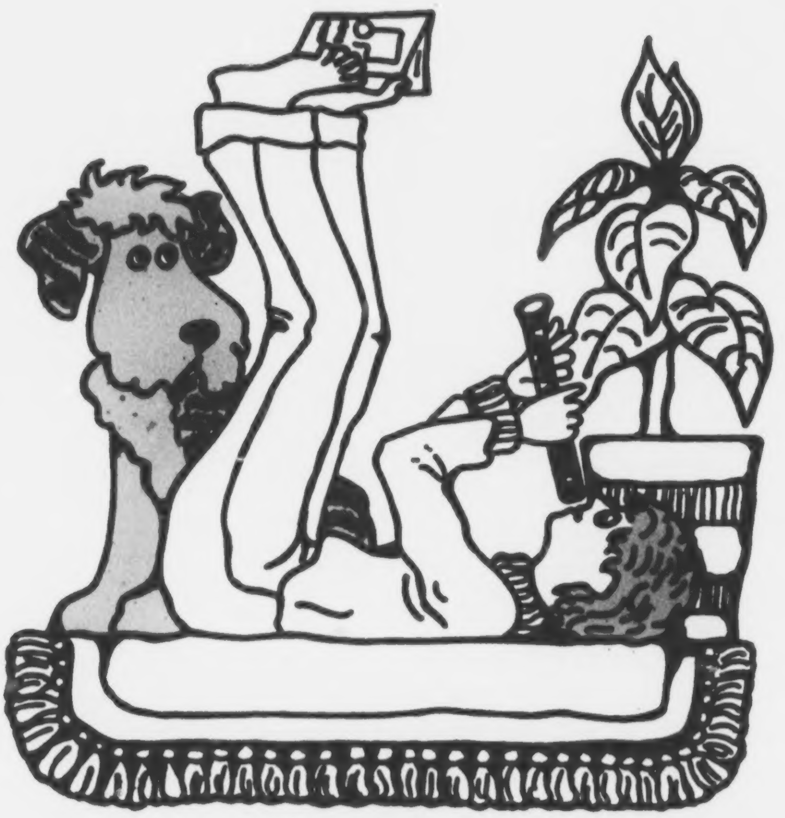
The student will perform a task as read.

Directions:

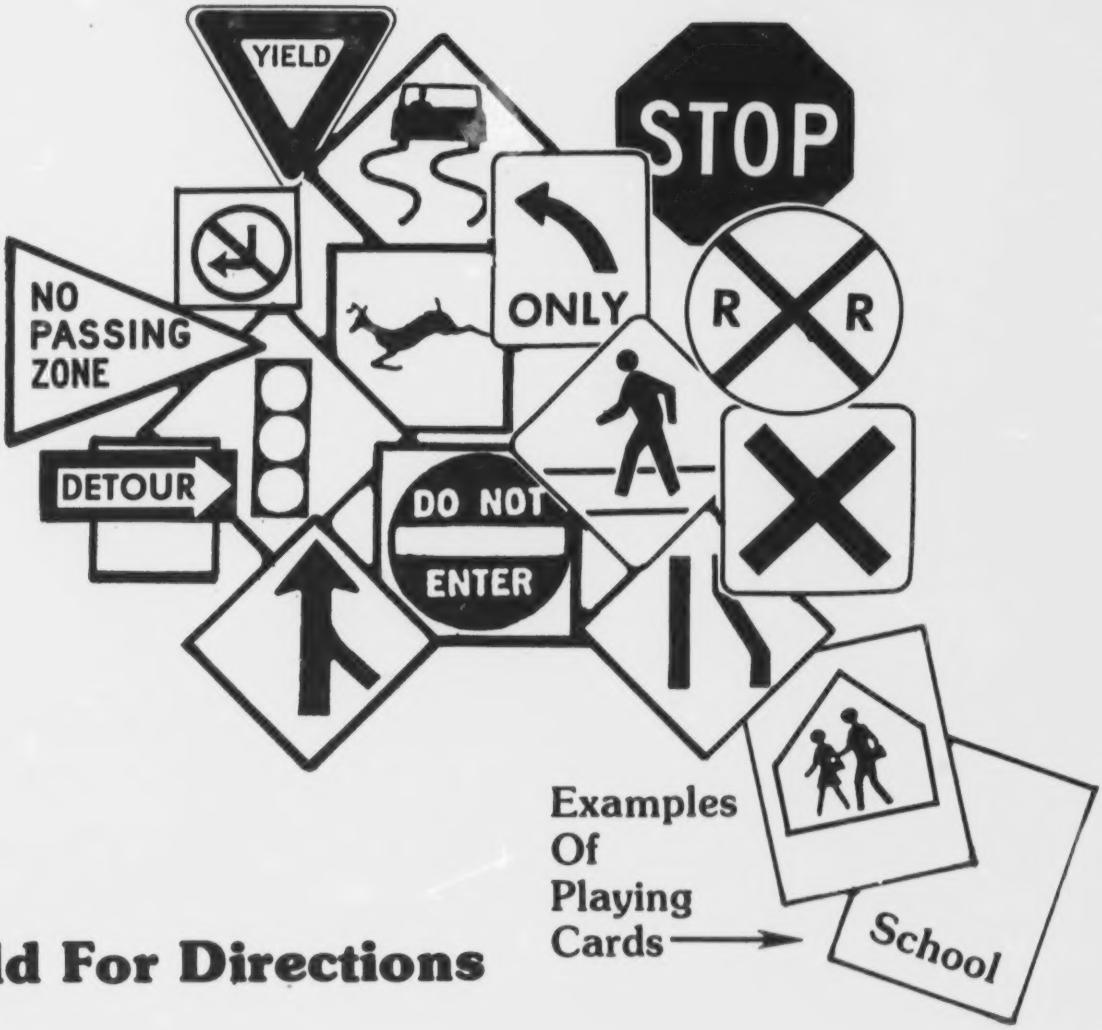
Have the student explain the construction of a musical instrument and its working parts. The student may choose one his is already familiar with or research one that is new to him. Have the student explain the playing techniques and demonstrate the instrument to the best of his abilities by playing a simple piece.

Follow-up Activities:

1. Write directions for making simple musical instruments, such as maracas from hollowed out gourds or light bulbs covered with papier mache or tambourines made from paper plates and bottle caps. Directions for making these can be found in many music books.
2. Have students think of ways music might be instrumental to learning.



BEST COPY AVAILABLE


YIELD
STOP
NO PASSING ZONE
ONLY
R
R
DETOUR
DO NOT
ENTER
Examples Of Playing Cards
School

Yield For Directions

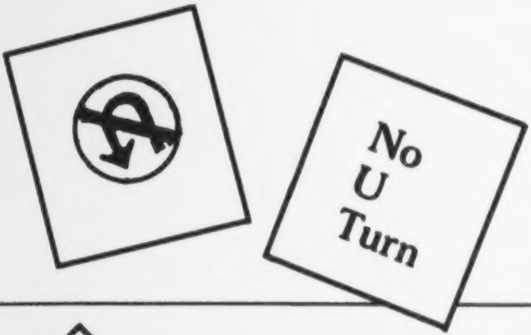
Skill #560

Objective:
The student will demonstrate understanding of given directions.

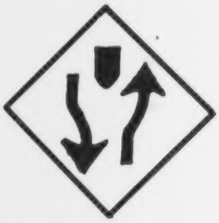
Directions:
It is imperative that drivers recognize traffic signs and understand their meanings. Many of the signs have no written instructions, but drivers must be able to follow directions from the signs' symbols. Make a pair of cards like the example shown above for each road sign. Have students play this activity like the game "Concentration" matching road signs with their meanings.

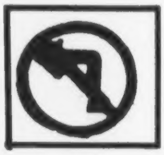
Follow-up Activities:

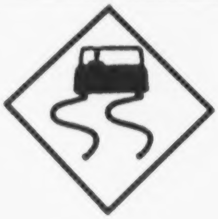
1. Provide the student with poster board to construct realistic traffic signs for a bulletin board display.
2. Instruct the student to draw a map of four block square of his school area and include all traffic signs.

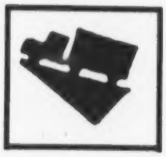


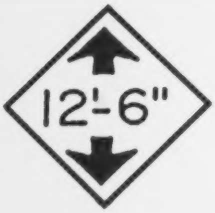
Yield
For Directions


Divided
Highway

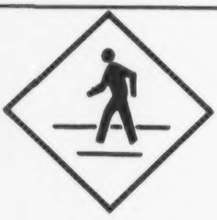

No Left
Turn

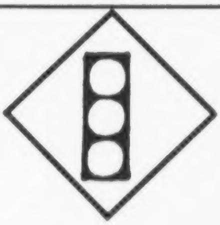

Slippery
When Wet

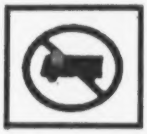

Hill

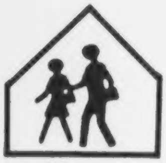


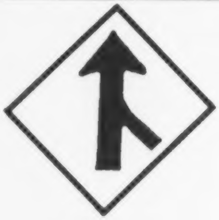
Low
Clearance 12′-6″

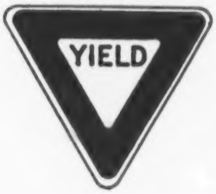

Pedestrian
Crossing


Signal
Ahead

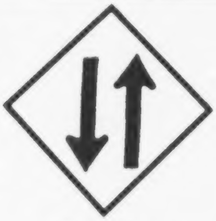

No
Trucks

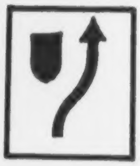

School

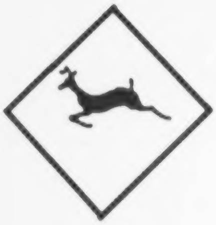

Merge

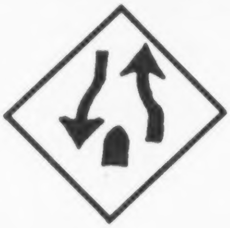


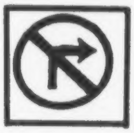
Yield

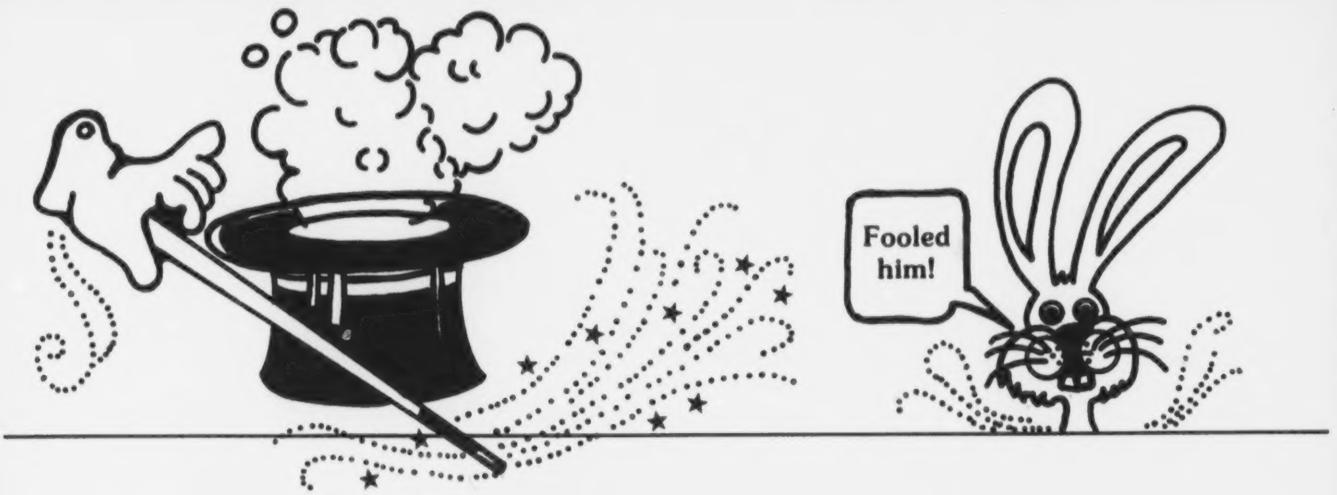

Two Way
Traffic


Keep
Right


Deer
Crossing


Divided
Highway Ends


No Right
Turn



That Old Black Magic

Skill #560

Objective:
The student will read multiple directions and perform the tasks.

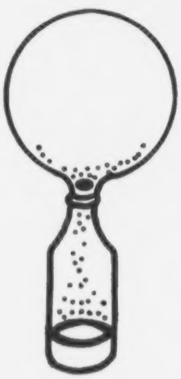
Directions:
Plan a magic show. Magic tricks have a series of directions that must be followed exactly to achieve the desired outcome. Provide each student with the directions for a magic trick and the objects needed to perform it.

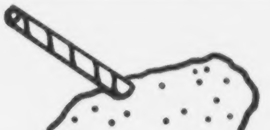
Follow-up Activities:

1. Have students research the history of magic or a favorite well-known magician and hold a panel discussion.
2. If possible, have a real magician come to the class and perform various tricks or obtain a video tape of Doug Henning or David Copperfield performing.

Can you fill a balloon without blowing?

1. Get a balloon, a soda bottle, some baking soda, and some vinegar.
2. Put two teaspoons of baking soda into an empty balloon.
3. Put one inch of vinegar into the empty pop bottle.
4. Fit the neck of the balloon tightly over the neck of the bottle.
5. Shake the bottle so the soda falls into the bottle.
6. In a few minutes, the balloon will begin to fill with air.
7. The soda and the vinegar form carbon dioxide gas. This gas fills the balloon.





Can you stab a straw through a potato?

1. Get a raw potato and a paper straw.
2. Examine the raw potato to make sure it does not have any holes.
3. Put your thumb over the top end of the straw.
4. Move your straw up and down rapidly. When you do so, you force air into the straw.
5. Quickly stab the straw through the potato.
6. Eat the piece of the potato in the straw.
7. Discuss what made the paper straw so strong.

I've got gum on my shoe!

Message On Briefcase . . .
NDEHM IISTE
GMHTE HTIAT TAPEM

N	D	E	H	M
I	I	S	T	E
G	M	H	T	E
H	T	I	A	T
T	A	P	E	M

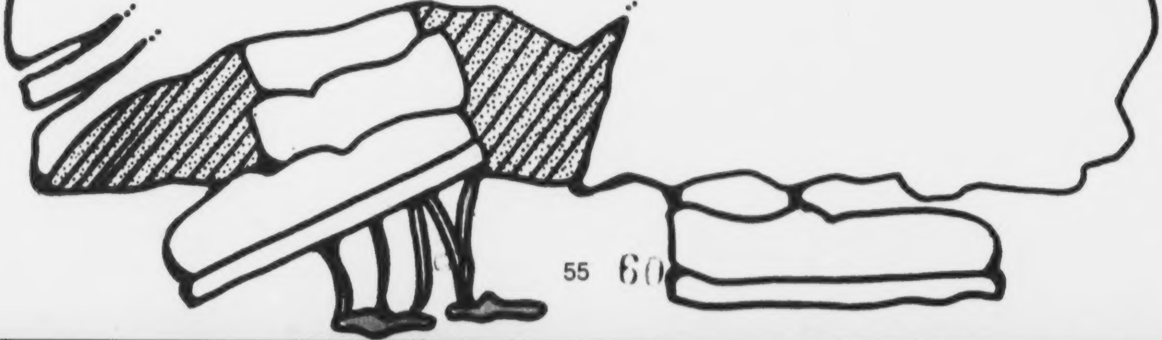
Decipher This Cipher

Skill #560

Objective:
The student will read multiple directions and perform the tasks.

Directions:
Detective Gumshoe needs the students' help. He found the message above on the front of his briefcase. Have the students follow these directions to help him decipher his cipher (code). 1) Write down the first group of letters. 2) Place each of the other groups under the first, lining up the letters to form columns. When they have done this, they should have five columns of five letters. 3) Then beginning at the top of the fifth column, read the message moving up and down the columns.

Follow-up Activities:
1. Have each student write an original message to be deciphered using the same method as is used in the activity.
2. Challenge the students to develop an original code and see if another student can "crack" it.



Betty Boop

Skill #580

Objective:
The student will choose an appropriate title.

Directions:
Have the students read the lyrics of the songs provided on the following pages. Then have each student choose an appropriate title for each one. Have the student compare his titles to the songwriters' titles.

Follow-up Activities:

1. Have the student study the lyrics from the above activity and tell what each song is about in one sentence. List student summaries on the chalkboard and select the best one.
2. List titles of instrumental musical selections on the chalkboard and ask the students to predict what the music will be about. Then play a short but representative selection of each piece and ask students to select the correct title.

Betty Boop

1.

Old friends,
Old friends,
Sat on their park bench
Like bookends.
A newspaper blown through the grass
Falls on the round toes
Of the high shoes
Of the old friends.
Old friends,
Winter companions,
The old men
Lost in their overcoats,
Waiting for the sun.
The sounds of the city,
Sifting through trees,
Settle like dust
On the shoulders
Of the old friends.
Can you imagine us
Years from today,
Sharing a park bench quietly?
How terribly strange
to be seventy,
Old friends,
Memory brushes the same years.
Silently sharing the same fears.
Time it was and what a time it was.
It was a time of innocence,
A time of confidences.
Long ago it must be,
I have a photograph,
Preserve your memories,
They're all that's left you.
© 1968 Paul Simon

2.

Lost
on a painted sky
where the clouds are hung
for the poet's eye
you may find him
if you may find him
There
on a distant shore
by the wings of dreams
through an open door
you may know him
if you may
And we dance to a whispered voice
overheard by the soul
undertook by the heart
and you may know it
if you may know it
While the sand
would become the stone
which begat the spark
turned to living bone
Holy, Holy
Sanctus, Sanctus
Be
as a page that aches for a word
which speaks on a theme
that is timeless
while the sun god will make for your day
sing
as a song in search of a voice
that is silent
and the one God
will make for your way
© 1973 Stonebridge Music (ASCAP)

ANSWER SHEET

Original song titles:
1. "Old Friends" by Paul Simon
2. "Be" by Neil Diamond
3. "It's My Job" by Mac McAnally
4. "Souvenirs" by Dan Fogelberg

Betty Boop

3.

In the middle of late last night I was sittin' on a curb
I didn't know what about but I was feeling quite disturbed
A street sweeper came whistlin' by he was bouncin' every step
It seemed strange how good he felt so I asked him while he swept
He said, "It's my job to be cleaning up this mess
And that's enough reason to go for me
It's my job to be better than the rest
And that makes the day for me."
Got an uncle who owns a bank he's a self-made millionaire
He never had anyone to love never had no one to care
He always seemed kind of sad to me so I asked him why that was
And he told me it's because in my contract there's a clause
That says, "It's my job to be worried half to death
And that's the thing people respect in me
It's a job but without it I'd be less
Then what I expect in me."
I've been lazy most all my life writing songs and sleeping late
And any manual labor I've done purely by mistake
If street sweepers can smile I've got no right to feel upset
But sometimes I still forget.
Till the lights go on and the stage is set
And the song hits home and you feel that sweat
It's my job to be different than the rest and that's enough
Reason to go for me
It's my job to be better than the rest and that's a tough
Break for me
It's my job to be cleaning up this mess and that's enough
Reason to go for me
It's my job to be better than the best and that makes the
Day for me

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4.

Here is a poem
That my lady sent down
Some morning while
I was away.
Wrote on the back of
A leaf that she found
Somewhere around Monterey.
And here is the key
To a house far away
Where I used to live
As a child
They tore down the building
When I moved away
And left the key unreconciled.
And down in the canyon
The smoke starts to rise.
It rides on the wind
Till it reaches your eyes.
When faced with the past
The strongest man cries ... cries.
And here is a sunrise
To set on your sill
The ghosts of the dawn
Moving near.
They pass through your sorrow
And leave you quite still ...
Sitting among souvenirs

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Across America and around the world, a record number of people are running, walking and exercising in other ways. Much of this aerobic activity had led to a great reduction in the rate of people dying from cardiovascular disease in the last decade. Yet, heart disease remains the No. 1 killer in America, and many people continue to ask the same question: Are individuals who exercise regularly and who possess a high level of aerobic fitness more likely to be alive and in good health compared to their more sedentary and unfit peers?

The answer—backed by solid research data —may be just around the corner.

An article published in the *Journal of the American Medical Association (JAMA)* questioned the role of various intensities of leisure activity in protecting against primary cardiac arrest. In this University of Washington study, 163 people, ages 25 to 75, with no history of heart disease or other major medical problems, died suddenly within one hour of the onset of any symptoms.

Information regarding the exercise history of the subjects was obtained from spouse interviews. In addition, researchers identified a control group of 163 subjects of the same age, sex, marital status and residence (urban or suburban) as the original group. To determine any bias in the spouse reports, 28 members of the original group (who were successfully resuscitated) and nearly all of the control group were interviewed. No significant variation was noted.

Physical exercise was classified as low-medium- or high-intensity leisure-time activity. High-intensity activity included swimming, chopping wood, singles tennis or squash, and jogging. Specifically, jogging three times a week for 20 minutes was determined to be the minimum threshold for high-intensity leisure-time activity.

The risk of primary cardiac arrest was 55 to 65 percent lower in people involved in high-intensity activity than in those without such activity—supporting the hypothesis that physical activity protects against primary cardiac arrest.

Answer Key

Fitness and Heart Disease

Across America and around the world, a record number of people are running, walking and exercising in other ways. Much of this aerobic activity had led to a great reduction in the rate of people dying from cardiovascular disease in the last decade. Yet, heart disease remains the No. 1 killer in America, and many people continue to ask the same question: Are individuals who exercise regularly and who possess a high level of aerobic fitness more likely to be alive and in good health compared to their more sedentary and unfit peers?

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Reading Jogs the Mind

Skill #580

Objective:

The student will use key words to identify a main idea.

Directions:

Have the student read the article shown above and then skim back over it to circle key words that imply the main idea. Have him identify one sentence that states the main idea and underline it. Then have him choose an appropriate title. He may compare his answers with the suggested key.

Follow-up Activities:

1. Provide students with old newspapers. Have them find articles representing the following: an article in which the main idea is stated, an article in which the main idea is implied, an article that has the main idea at the very beginning of the paragraph, an article that has the main idea at the end of a paragraph.
2. Have the students use the main ideas of the articles from follow-up one to write their own articles.

How was the main problem solved?

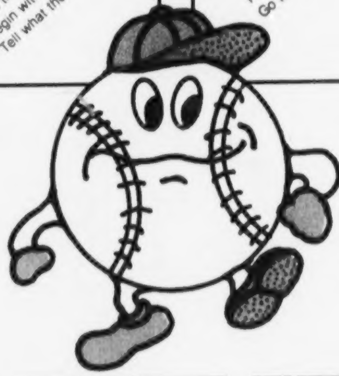
Find a negative word.

Find three words that
begin with the letter ''r.''
Tell what they mean.

Fly ball! You're out!
Go to home plate. No point.

Find two words that describe
the main character.

Bases loaded. Home run.
Go to home plate and
score 4 points.



Strike 3. Go to home plate
No point.

Find five descriptive words.

Pitch

Skill #600

Objective:
The student will recall details from a story he has read.

Directions:
Provide one story for all the students to read. When they have finished, they are ready to answer questions about the story by playing "Pitch." Tokens are placed at "Home Plate." In alternating turns, each player throws the die and moves the number of spaces indicated. To stay where he lands, each player must correctly answer the question on that space. If a player cannot answer correctly, he must return his marker to its previous position. If a player lands on a "Pitch" space, he draws a card and follows the directions. The player moves ahead two spaces if he responds correctly and moves back one space if he responds incorrectly. A player scores one run each time he passes "Home Plate." The first one to score five runs is the winner.

Find a word that shows
someone was happy.

Name a character you would
not like for a friend. Why?

Hit a home run.
Go to home plate and
score 1 point.

What was the main problem?

Run to 3rd base
Do not cross home plate

Choose two words and
tell what they mean.

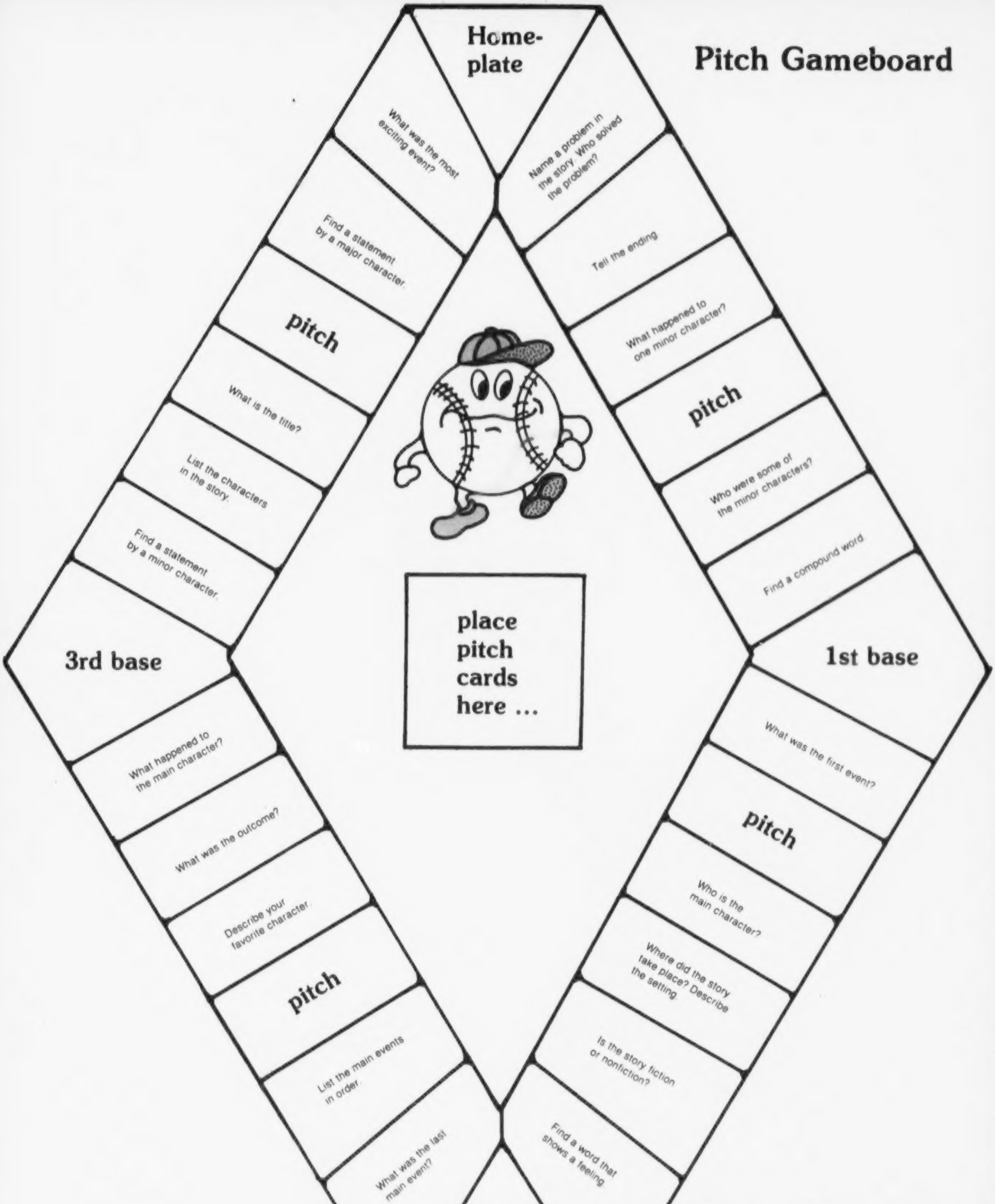
Run to 2nd base
Do not cross home plate

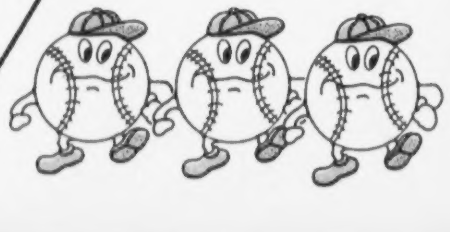
Find a word that describes
the setting.

Run to 1st base
Do not cross home plate

Find a descriptive phrase

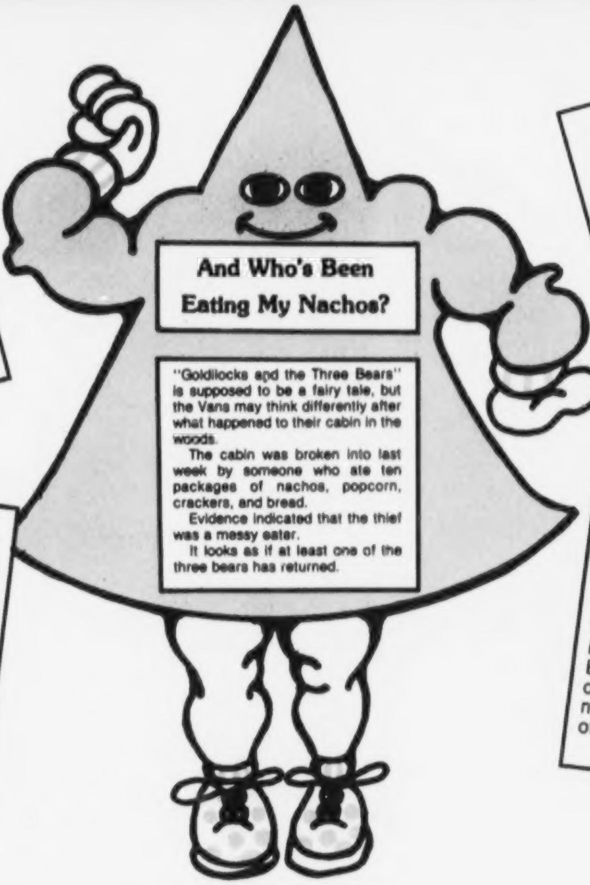
Pitch Gameboard


Home-plate
Name a problem in the story. Who solved the problem?
Tell the ending
What happened to one minor character?
pitch
Who were some of the minor characters?
Find a compound word
1st base
What was the first event?
pitch
Who is the main character?
Where did the story take place? Describe the setting.
Is the story fiction or nonfiction?
Find a word that shows a feeling
2nd base
What was the last main event?
List the main events in order
pitch
Describe your favorite character.
What was the outcome?
What happened to the main character?
3rd base
Find a statement by a minor character.
List the characters in the story.
What is the title?
pitch
Find a statement by a major character.
What was the most exciting event?
place pitch cards here ...



Monster Seen In Lock Ness

Two dark-colored fins about 20 feet apart were seen moving rapidly through the waters of Loch Ness in Scotland. The lake in between the fins bubbled and swirled, creating the illusion of boiling water. The fins submerged completely, then resurfaced, then submerged again, sending a tremendous wave sweeping toward the shore.



And Who's Been Eating My Nachos?

"Goldilocks and the Three Bears" is supposed to be a fairy tale, but the Vans may think differently after what happened to their cabin in the woods.

The cabin was broken into last week by someone who ate ten packages of nachos, popcorn, crackers, and bread.

Evidence indicated that the thief was a messy eater.

It looks as if at least one of the three bears has returned.

Bee Flight — By Jet!

The airline passengers departed routinely when their flight landed. But their baggage and a swarm of angry bees stayed aboard.

The bees had been confined in containers for shipment. But when baggage workers opened the hold, the compartment was filled with a swarm of angry bees.

Headliner Rummy

Skill #600

Objective:
The student will read for details in news articles.

Directions:
This game is played like the game of "Rummy." Each player is dealt five headline cards. The news articles are placed face down in a pile. In alternating turns, each player draws a news article from the pile and reads it to himself. If the player has the headline that goes with the article drawn, he has a matched pair which he lays down face up. If the player does not have the matching headline, he briefly summarizes the article and asks a specific player for the correct headline. If the player has the correct headline, he must give it away. If he does not, the news article is placed at the bottom of the pile. Play continues until all headlines and articles are matched. The winner is the player with the most matched pairs.

Fisherfolk Set For Opening

Fish and Wildlife Department officials estimate as many as 750,000 anglers will be out trying their luck Saturday when the general fishing season opens in most of the state.

Most coastal streams will remain closed until May 22. The season will close again Oct. 31.

Headliner Rummy

Trio Fished From Ocean

Three unidentified sailors were plucked from the Atlantic Ocean by a Norwegian freighter after their 30-foot sailboat sank 200 yards off the coast.

They were tossed about in their tiny orange life raft for four days in chilling, stormy seas. The three were nearly out of food and water and had drifted out of the shipping lanes when rescued.

Shot Fools Caller

Police rushed to the city's middle school Saturday after an alarmed caller reported hearing gunshots behind the building.

The officers stayed to watch the remainder of the track meet in progress.

Beaked Whale Found Beached

A beaked whale, one of the rarest specimens roaming waters off the Pacific coast, washed ashore Saturday at Newport.

The whale was 15 to 18 feet long. Tests will be performed on the whale's skull to determine its age. The valuable skull will be sent to a museum.

Brakes Fail—Bus Cleans Up

No one was injured this morning when a bus carrying eight persons went out of control.

The brakes failed as the bus was going down a freeway exit ramp. The bus careened across four lanes of traffic and into an automatic car wash, there it came to a stop.

The car wash started and the bus rolled out with a wash and wax.

Spilled Trash Litters Roads

Too much of Spring Valley's trash is ending up on the roadside. This is a growing problem along roads used by Spring Valley residents to haul trash to the sanitary landfill.

Roads are littered when trash falls from cars and trucks going to the garbage dump.

Police will issue citations to motorists for spilling trash from vehicles. The fine is $100 or six months in jail.

Farmer Tells of Strange Visitors

It was 3:30 A.M. and farmer John Smith was milking the cows when suddenly the barn lights went out. He found a flashlight, went outside, and saw a glowing saucer-shaped object hovering over his barn.

He said the object was 80 feet long, 30 feet high, noiseless, and covered with lots of small windows in rows.

The startled farmer watched the object until it suddenly shot straight up and merged with the stars.

Dog Denied Vote

Guzzy Garrison, a registered Democrat, was not allowed to vote in the school elections on Tuesday.

Guzzy, on the voting books since May, is an 18-month-old dachshund.

"It's really strange. We haven't the faintest idea how this happened. We registered him with the American Kennel Association," said Christina Garrison, his owner.

Guzzy's voter registration card came in the mail a month ago, but the family thought it was a joke.

Guzzy has now been removed from the voting books.

Deaf Teen Reads Lips

Joan Jones is a high school sophomore who watches you intently and flashes a ready smile as you talk to her.

Not all her friends realize that since June, Joan has been deaf.

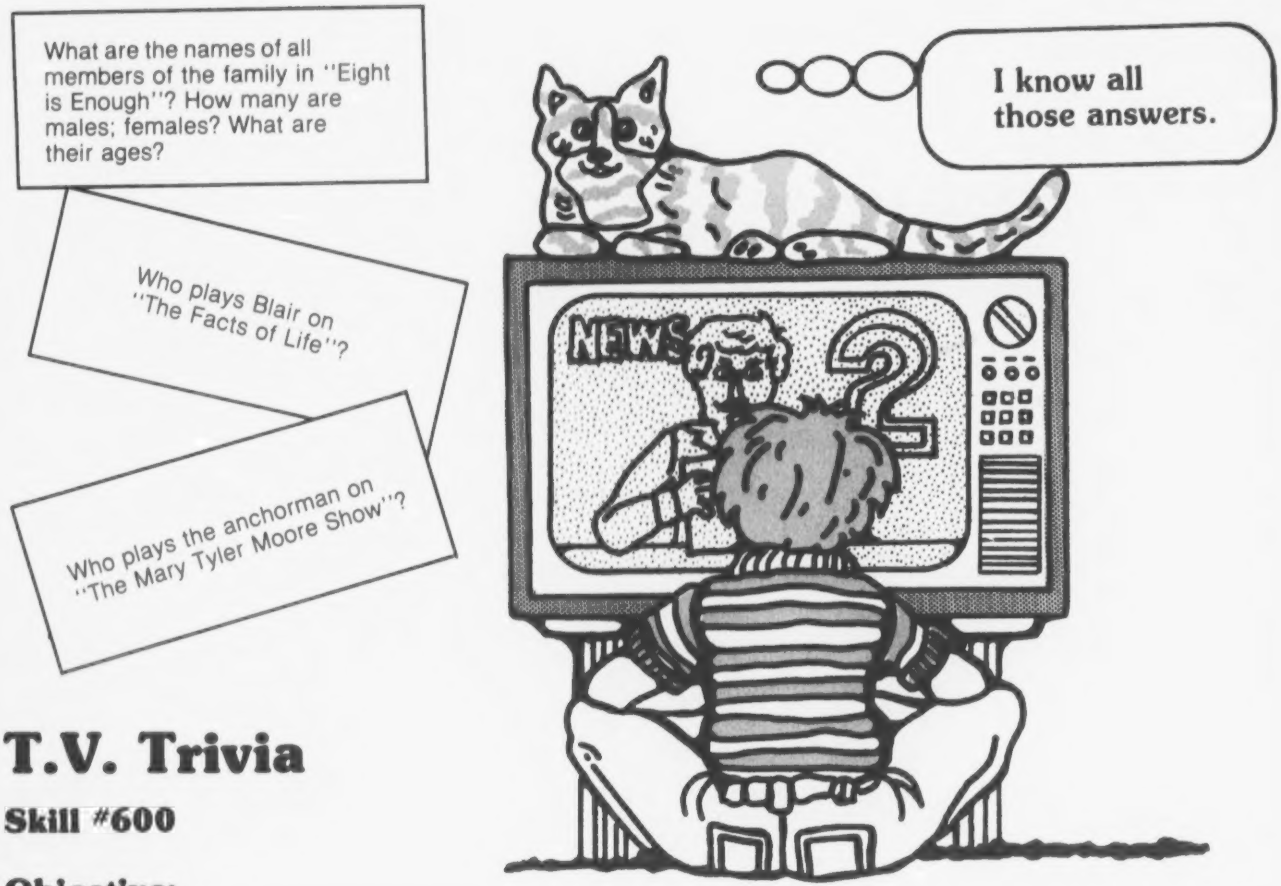
"Going deaf doesn't bother me, as long as I can read lips," she says matter-of-factly. "People go through it."

Joan is so good at lip reading that her handicap is invisible until someone speaks without first catching her attention.

The Rocky Horror Picture Show (R)

Enormously popular 1975 cult film starring Barry Bostwick, Susan Sarandon, Tim Curry, Richard O'Brien and Meat Loaf. Bostwick and Sarandon are cast as a couple who stumble into a castle full of strange people on the night President Nixon resigned. (Cinema Tavern — midnight showing Saturday only.)

BEST COPY AVAILABLE


What are the names of all members of the family in "Eight is Enough"? How many are males; females? What are their ages?
Who plays Blair on "The Facts of Life"?
Who plays the anchorman on "The Mary Tyler Moore Show"?
I know all those answers.
NEWS

T.V. Trivia

Skill #600

Objective:
The student will identify details.

Directions:
During a period of one week, have each student view a different daily program and write down trivia questions with answers concerning the characters and storyline. At the end of the week, have the students play "T.V. Trivia." One student begins by asking one of his trivia questions. The first player to answer correctly receives two points and is allowed to ask the next question. The player with the most points is the winner.

Follow-up Activities:

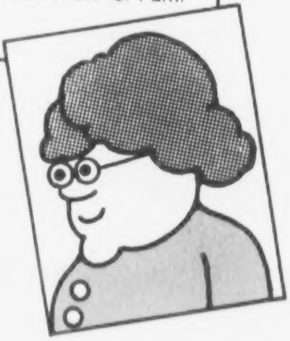
1. Have students select a story from a T.V. news program they have watched and then read about the same news item in the daily paper. Have a discussion on what details were brought up in one that were not brought up in the other. Discuss what details are more important in newspaper news than in television news.
2. Have students organize a production company to write, produce and stage a simulated version of the television show "This Is Your Life" in which details of a selected person's life are presented. Include school events and people significant to his life. Keep the information light and complimentary.

Cause

- Clumsy Cornelius stepped on a tack.
- She watches it seventy hours a week.
- His jaw is worn out from chewing too much gum.
- Cindy ate only candy and sweets every day.
- Elmer's eleven and still sucks his thumb.
- Laurie stays up till midnight, sometimes til two.
- Jennifer's wild about rockets and jets.
- She just had to drink some invisible ink.
  That's the last that we saw of poor Sue.
- Since he ran the wrong way.
  That poor, backward athlete named Pete.
- If his dinner was cold
  Or his biscuits were old.
  That cranky old dachshund named Fritz.
- There once was a miser named Frank
  Who stored all his dough in the bank.
- She taught a week without stopping,
  Till the kids' brains were popping.
  Please give us a break now, Miss Grace.
- Have you ever heard of Tessie Tiggs?
  She owned forty hats and fifty wigs.
  But what do you know?
  The wind started to blow.
- There was a young lady named Pam
  Who was wild about bacon and ham,
  But the pigs went on strike
  And said, "This we don't like."

Effect

- He jumped through the ceiling
  and never came back.
- The kids all call Jenny a real TV freak.
- Just look at Harry so sad and so glum.
- Now she's got cavities that will not go away.
- That's why it looks like a fat, juicy plum.
- That's why her eyes are red, white, and blue!
- One day she'll go to the moon, I bet.
- There was a young chemist named Sue
  Who disappeared out of the blue.
- There once was an athlete named Pete
  Who thought he could never be beat.
  He lost a big race one day.
- There once was a dachshund named Fritz
  That always threw tantrums and fits.
- He wore clothes full of holes
  And his shoes had no soles.
  That stingy old miser named Frank.
- There once was a teacher, Miss Grace,
  Who set a phenomenal pace.
- No more hats or wigs for Ms. Tiggs.
- There's no bacon or ham now for Pam.



Match-Up

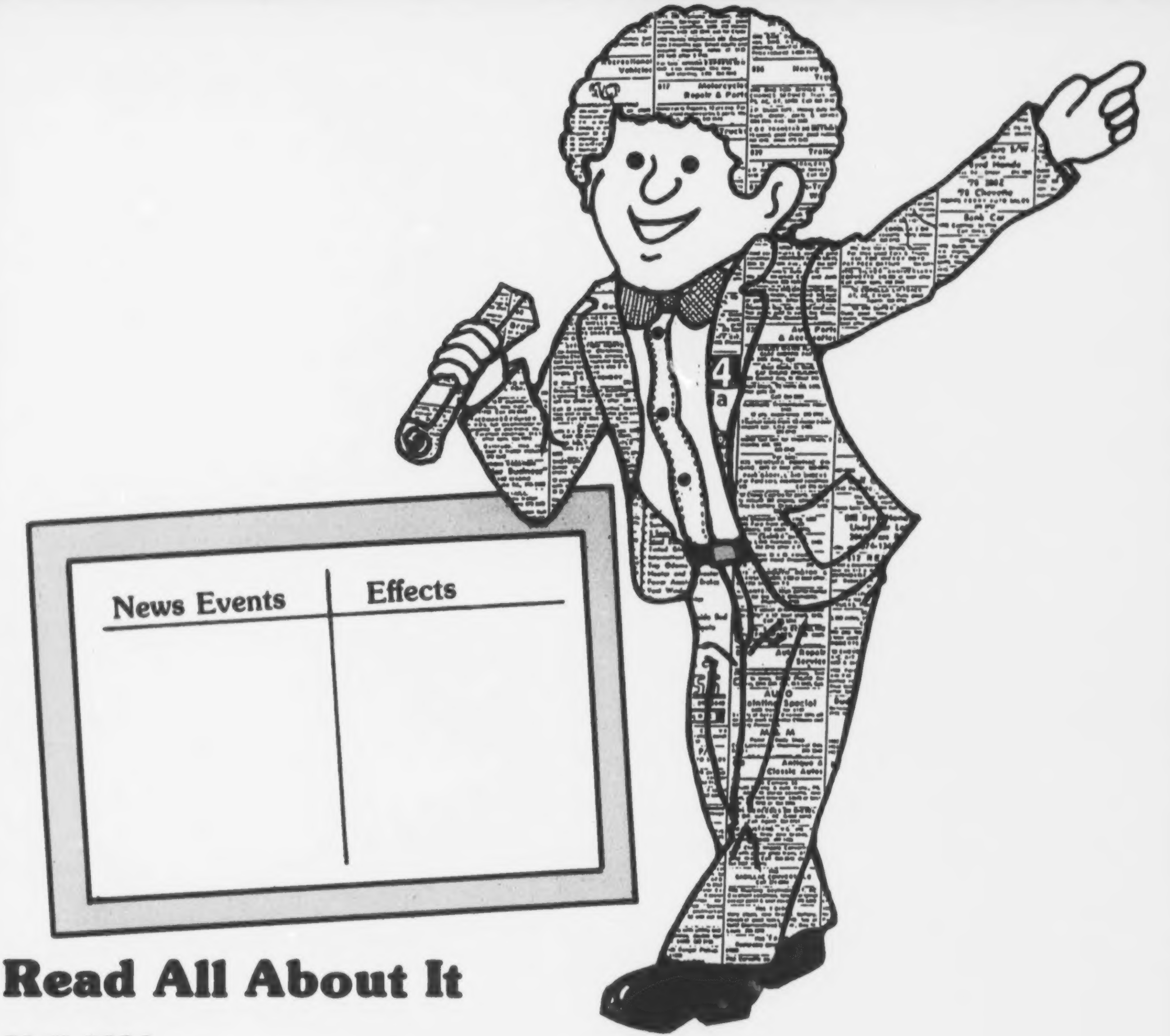
Skill #620

Objective:

The student will identify cause and effect.

Directions:

Place the sentences and the "Old Maid" on playing cards. Shuffle and divide the cards evenly among two or three players. Each card contains a statement for either a cause or an effect. If a player should have a cause card that matches an effect card, he plays them as a pair. As in the traditional card game "Old Maid," each player, in alternating turns, draws a card from one of the other players and tries to make a match with one of his cards. The game is over when all cards have been matched. In determining the winner, the player left holding the "Old Maid" is penalized two pairs; then the player with the most pairs is the winner.



Read All About It

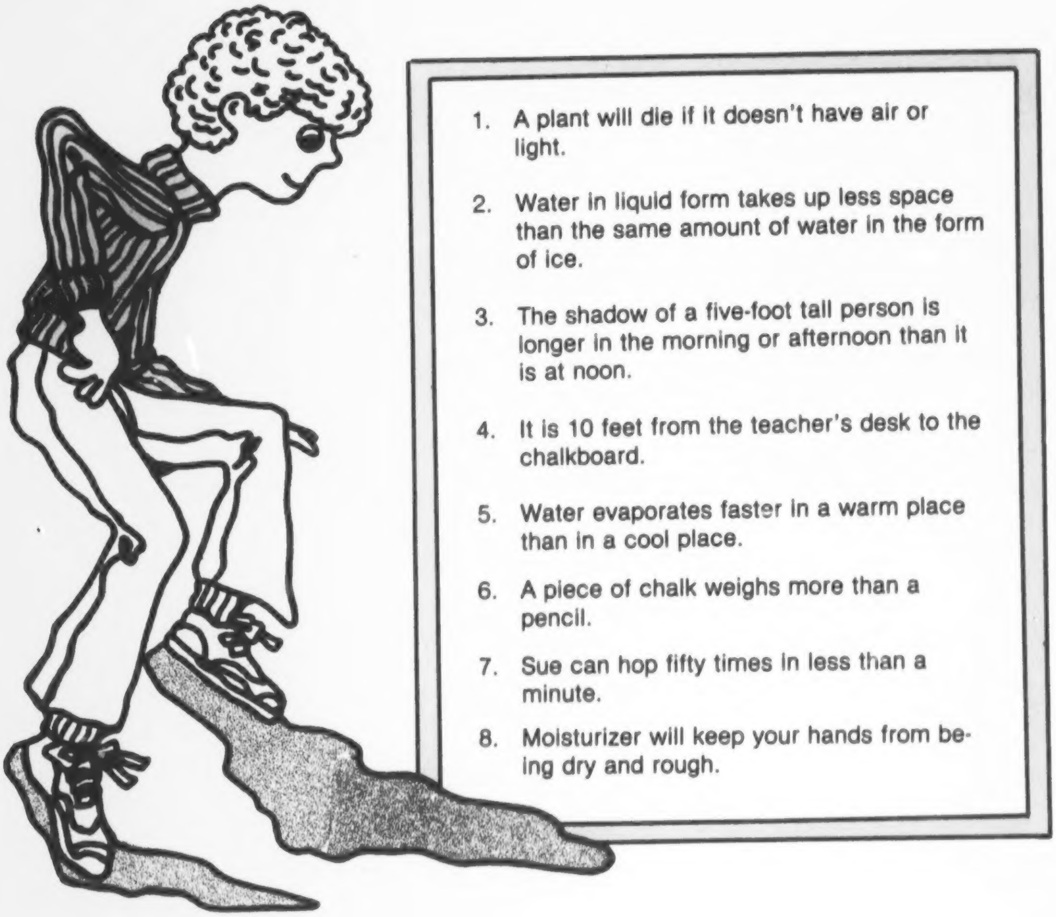
Skill #620

Objective:
The student will interpret an action and its results.

Directions:
Have the student read a news article from the front page of a current newspaper. In the left column, have him write the event involved and, on the right, have him state the effects he thinks are probable.

Follow-up Activities:

1. Have the student collect follow-up articles of the news events used in the activity and compare the actual effects to the ones he predicted.
2. Post the effects from the activity on the board. Have a student randomly select one of the news events and read it to the other students. The first student to match the effects to the event scores one point.



1. A plant will die if it doesn't have air or light.
2. Water in liquid form takes up less space than the same amount of water in the form of ice.
3. The shadow of a five-foot tall person is longer in the morning or afternoon than it is at noon.
4. It is 10 feet from the teacher's desk to the chalkboard.
5. Water evaporates faster in a warm place than in a cool place.
6. A piece of chalk weighs more than a pencil.
7. Sue can hop fifty times in less than a minute.
8. Moisturizer will keep your hands from being dry and rough.

Put It To The Test

Skill #640

Objective:
The student will find support for a generalization or experiment to see if it applies.

Directions:
Have the student read the generalizations shown above and then write descriptions of how he would prove them to be true or not true.

Follow-up Activities:
1. Have the students carry out their theories by conducting simple tests for each one of the generalizations.
2. Have each student write down at least two commonly held generalizations not given in the activity and offer proof to support or refute them.

THE HARE AND THE TORTOISE

A hare was continually poking fun at a tortoise because of the slowness of his pace. The tortoise tried not to be annoyed by the jeers of the hare, but one day in the presence of the other animals he was goaded into challenging the hare to a foot race.

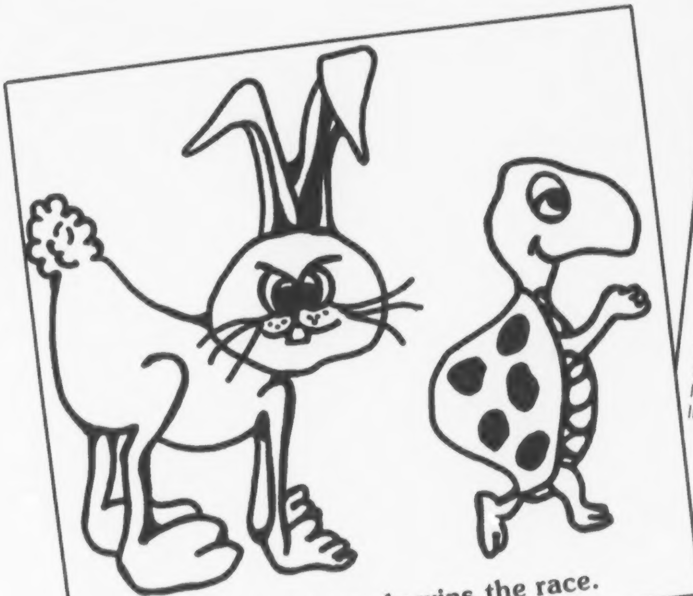
"Why, this is a joke," said the hare. "You know that I can run circles around you."

"Enough of your boasting," said the tortoise. "Let's get on with the race."

So the course was set by the animals, and the fox was chosen as judge. He gave a sharp bark and the race was on. Almost before you could say "scat" the hare was out of sight. The tortoise plodded along at his usual unhurried pace.

After a time the hare stopped to wait for the tortoise to come along. He waited for a long, long time until he began to get sleepy. "I'll just take a quick nap here in this soft grass, and then in the cool of the day I'll finish the race." So he lay down and closed his eyes.

Meanwhile, the tortoise plodded on. He passed the sleeping hare, and was approaching the finish line when the hare awoke with a start. It was too late to save the race. Much ashamed, he crept away while all the animals at the finish line acclaimed the winner.



Virtue: Slow and steady wins the race.

640 GENERALIZATION

Abstracts of Aesops

Skill #640

Objective:

The student will write abstracts of materials read.

Directions:

Fables are animal stories told to illustrate human faults and virtues. Have each student read a fable from the list shown on the next page and create a rebus depicting the moral of the fable.

Follow-up Activities:

1. Have students exchange rebuses and attempt to solve them.
2. Have each student research fables and folk tales from a country of interest to him and report his findings to the class.

REBUS DICTIONARY

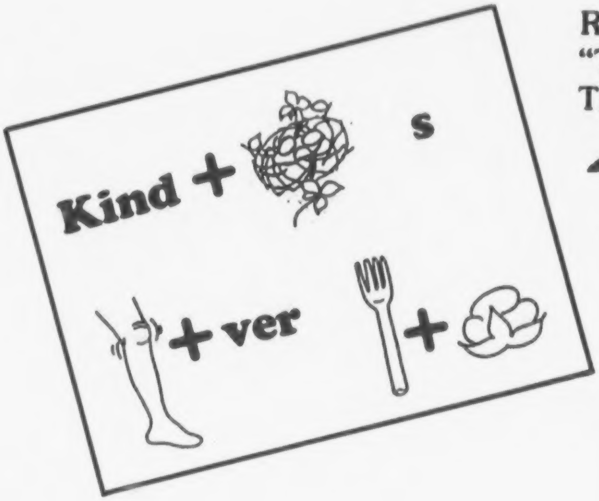
A = a
hay
hey
B = bee
be
B+4 = before
B+Z = busy
B+U+T = beauty
C = see
sea
C+L = seal
C+N = seeing
C+T = city
D = the
D+R = deer
D+Z = dizzy
E = he
me

E+R = here
E+Z = easy
F = if
G = gee
G+P+C = gypsy
L+F+N = elephant
L+T = healthy
L+O = hello
L+F+8+R = elevator
M = am
ham
N = hen
an
in
N+Q = thank you
N+M+L = animal
N+E = any
N+M+E = enemy

N+D+N = indian
N+D = indeed
N+6 = insects
O = oh
owe
know
O+K = OK
O+T = boat
P±K±N = peeking
Q = you
Q+T = cutie
R = are
S = is
yes
has
T = tea
T+S = tears
T+P = tepee

U = you
U+R = your
X = eggs
X+M+N = examine
X+L+N = excellent
X+L = excel
Y = why
Y+N = wine
Y+S = wise
1 = run
2 = two
to
2+L = tool
3 = tree
4 = for
6 = sex
8 = ate
hate

Rebus for
"The Lion and
The Mouse"



THE LION AND THE MOUSE

A lion was asleep in his den one day, when a mischievous mouse for no reason at all ran across the outstretched paw and up the royal nose of the king of beasts, awakening him from his nap. The mighty beast clapped his paw upon the now thoroughly frightened little creature and would have made an end of him.

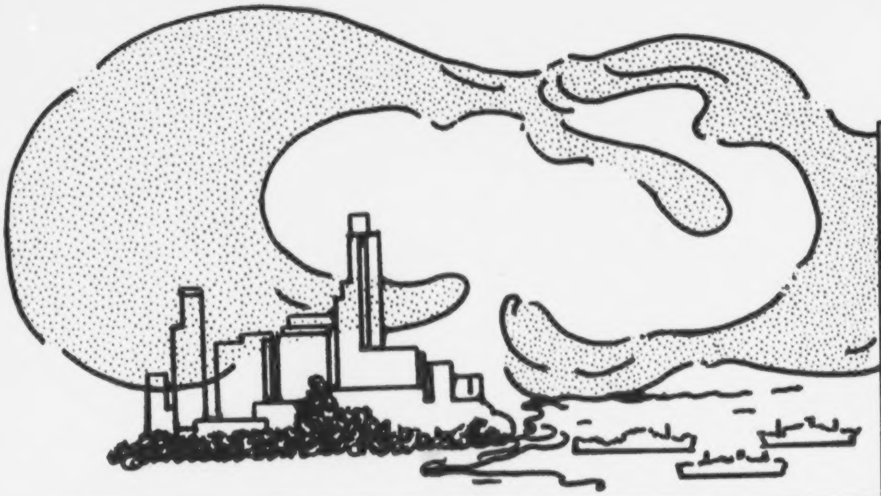
"Please," squealed the mouse, "don't kill me. Forgive me this time, O King, and I shall never forget it. A day may come, who knows, when I may do you a good turn to repay your kindness." The lion, smiling at his little prisoner's fright and amused by the thought that so small a creature ever could be of assistance to the king of beasts, let him go.

Not long afterward the lion, while ranging the forest for his prey, was caught in the net which the hunters had set to catch him. He let out a roar that echoed through the forest. Even the mouse heard it, and recognizing the voice of his former preserver and friend, ran to the spot where he lay tangled in the net of ropes.

"Well, your majesty," said the mouse, "I know you did not believe me once when I said I would return a kindness, but here is my chance." And without further ado he set to work to nibble with his sharp little teeth at the ropes that bound the lion. Soon the lion was able to crawl out of the hunter's snare and be free.

Aesop's Fables

The Wolf in Sheep's Clothing
The Ant and the Grasshopper
The Hare and the Tortoise
Androcles and the Lion
The Hen and the Fox
The Vain Crow
The Goose with the Golden Eggs
The Milkmaid and Her Pail
The Hare and the Hound
The Dog in the Manger



The Fog
by
Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

The Fog by W. H. Davis

I saw the fog grow thick,
Which soon made blind my ken;
It made tall men of boys,
And giants of tall men.

It clutched my throat;
Nothing was in my head
Except two heavy eyes
Like balls of burning lead

And when it grew so black
That I could know no place,
I lost all judgment then,
Of distance and of space

The street lamps, and the lights
Upon the halted cars,
Could either be on earth
Or be the heavenly stars.

A man passed by me close,
I asked my way, he said,
Come follow me, my friend—
I followed where he led.

He rapped the stones in front
"Trust me," he said, "and come";
I followed like a child—
A blind man led me home.

THE FOG

1. **Find a simile (a phrase which compares one thing to another) in stanza 2.**

   two heavy eyes like
   balls of burning lead

2. Find a metaphor (another more colorful name for something) in stanza 4.

   heavenly stars

Figurative Poems

Skill #660

Objective:
The student will identify figurative language in poetry.

Directions:
Review with the students the identification of similes and metaphors. Have them read and discuss the poems on the next pages noting the vivid images created. Have each student mark all figurative phrases given, choose one image that appeals to him and translate it into another art form, such as a drawing, a textile work, a dance routine or a mime.

Figurative Poems

Birches

by

Robert Frost

When I see birches bend to left and right
Across the lines of straighter darker trees,
I like to think some boy's been swinging them.
But swinging doesn't bend them down to stay.
Ice-storms do that. Often you must have seen them
Loaded with ice a sunny winter morning
After a rain. They click upon themselves
As the breeze rises, and turn many-colored
As the stir cracks and crazes their enamel.
Soon the sun's warmth makes them shed crystal shells
Shattering and avalanching on the snow-crust—
Such heaps of broken glass to sweep away
You'd think the inner dome of heaven had fallen.
They are dragged to the withered bracken by the load,
And they seem not to break; though once they are bowed
So low for long, they never right themselves:
You may see their trunks arching in the woods
Years afterwards, trailing their leaves on the ground
Like girls on hands and knees that throw their hair
Before them over their heads to dry in the sun.
But I was going to say when Truth broke in
With all her matter-of-fact about the ice-storm
I should prefer to have some boy bend them
As he went out and in to fetch the cows—
Some boy too far from town to learn baseball,
Whose only play was what he found himself,
Summer or winter, and could play alone.

One by one he subdued his father's trees
By riding them down over and over again
Until he took the stiffness out of them,
And not one but hung limp, not one was left
For him to conquer. He learned all there was
To learn about not launching too soon
And so not carrying the tree away
Clear to the ground. He always kept his poise
To the top branches, climbing carefully
With the same pains you use to fill a cup
Up to the brim, and even above the brim.
Then he flung outward, feet first, with a swish,
Kicking his way down through the air to the ground.
So was I once myself a swinger of birches.
And so I dream of going back to be.
It's when I'm weary of considerations,
And life is too much like a pathless wood
Where your face burns and tickles with the cobwebs
Broken across it, and one eye is weeping
From a twig's having lashed across it open.
I'd like to get away from earth awhile
And then come back to it and begin over.
May no fate willfully misunderstand me
And half grant what I wish and snatch me away
Not to return. Earth's the right place for love:
I don't know where it's likely to go better.
I'd like to go by climbing a birch tree,
And climb black branches up a snow-white trunk
Toward heaven, till the tree could bear no more,
But dipped its top and set me down again.
That would be good both going and coming back.
One could do worse than be a swinger of birches.

The Tiger

by

William Blake

Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder and what art
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand and what dread feet?

What the hammer? What the chain?
In what furnace was thy brain?
What the anvil? What dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And water'd heaven with their tears,
Did He smile His work to see?
Did He who made the lamb make thee?

Tiger, tiger, burning bright
In the forests of the night,

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Figurative Poems

Ode to the West Wind

Percy Bysshe Shelley

O Wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing,
Yellow, and black, and pale, and hectic red,
Pestilence-stricken multitudes: O thou
Who chariotest to their dark wintry bed
The winged seeds, where they lie cold and low,
Each like a corpse within its grave, until
Thine azure sister of the spring shall blow
Her clarion o'er the dreaming earth, and fill
(Driving sweet buds like flocks to feed in air)
With living hues and odours plain and hill:
Wild Spirit, which art moving everywhere;
Destroyer and Preserver; Hear, O hear!

Thou on whose stream, 'mid the steep sky's commotion,
Loose clouds like earth's decaying leaves are shed,
Shook from the tangled boughs of Heaven and Ocean,
Angels of rain and lightning; there are spread
On the blue surface of thine airy surge,
Like the bright hair uplifted from the head
Of some fierce Maenad, ev'n from the dim verge
Of the horizon to the zenith's height—
The locks of the approaching storm. Thou dirge
Of the dying year, to which this closing night
Will be the dome of a vast sepulchre,
Vaulted with all thy congregated might,
Of vapours, from whose solid atmosphere
Black rain, and fire, and hail, will burst: O hear!

Thou who didst waken from his summer-dreams
The blue Mediterranean, where he lay
Lull'd by the coil of his crystalline streams,
Beside a pumice isle in Baiae's bay,
And saw in sleep old palaces and towers
Quivering within the wave's intenser day,
All overgrown with azure moss and flowers
So sweet, the sense faints picturing them! Thou
For whose path the Atlantic's level powers
Cleave themselves into chasms, while far below
The sea-blooms and the oozy woods which wear
The sapless foliage of the ocean, know
They voice, and suddenly grow gray with fear
And tremble and despoil themselves: O hear!

If I were a dead leaf thou mightest bear;
If I were a swift cloud to fly with thee;
A wave to pant beneath thy power, and share
The impulse of they strength, only less free
Then Thou, O uncontrollable! If even
I were as in my boyhood, and could be
The comrade of thy wanderings over heaven,
As then, when to outstrip they skyey speed
Scarce seem'd a vision, I would ne'er have striven
As thus with thee in prayer in my sore need.
O life me as a wave, a leaf, a cloud!
I fall upon the thorns of life! I bleed!
A heavy weight of hours has chain'd and bow'd
One too like thee: tameless, and swift, and proud.

Make me thy lyre, ev'n as the forest is:
What if my leaves are falling like its own!
The tumult of thy mighty harmonies
Will take from both a deep autumnal tone,
Sweet though in sadness. Be thou, Spirit fierce,
My spirit! be thou me, impetuous one!
Drive my dead thoughts over the universe
Like wither'd leaves, to quicken a new birth;
And, by the incantation of this verse,
Scatter, as from an unextinguish'd hearth
Ashes and sparks, my words among mankind!
Be through my lips to unawaken'd earth
The trumpet of prophecy! O Wind,
If Winter comes, can Spring be far behind?

A Narrow Fellow In the Grass

by
Emily Dickenson

A narrow fellow in the grass
Occasionally rides;
You may have met him,—did you not?
His notice sudden is.

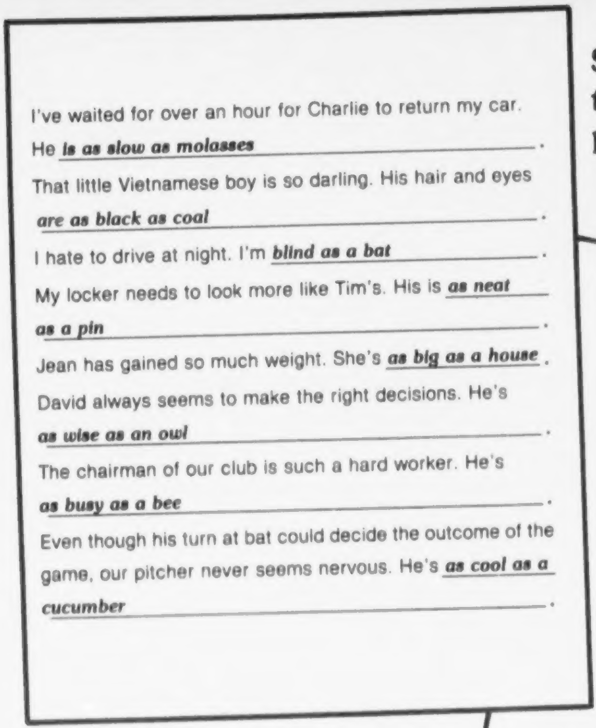
The grass divides as with a comb,
A spotted shaft is seen;
And then it closes at your feet
And opens further on.

He likes a boggy acre,
A floor too cool for corn.
Yet when a child, and barefoot,
I more than once, at morn,

Have passed, I thought, a whip-lash
Unbraiding in the sun,—
When, stooping to secure it,
It wrinkled, and was gone.

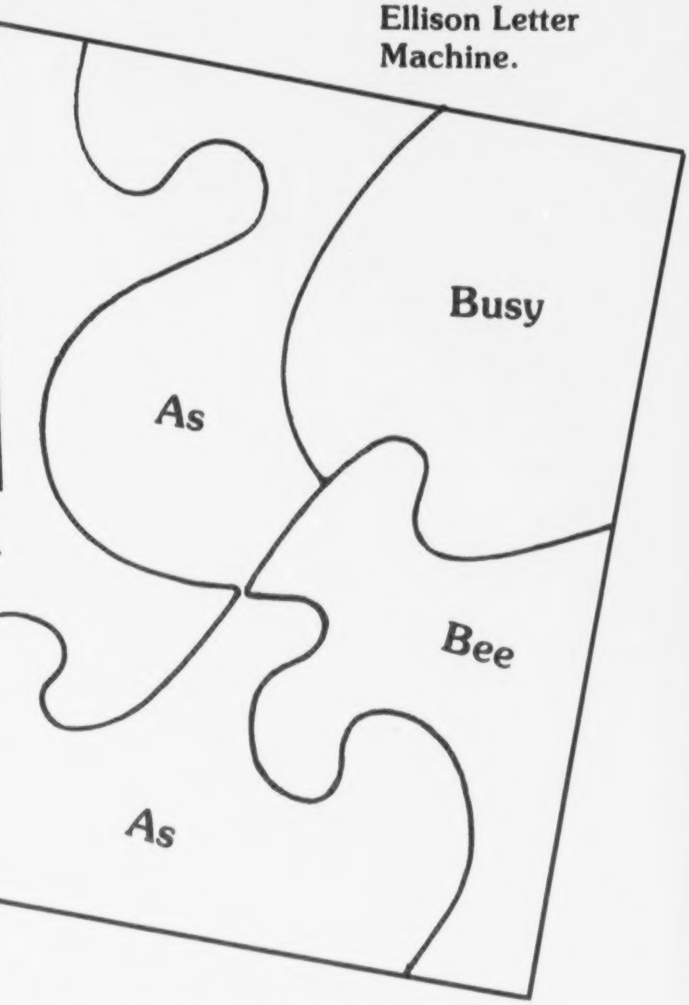
Several of nature's people
I know, and they know me;
I feel for them a transport
Of cordiality;

But never met this fellow,
Attended or alone,
Without a tighter breathing,
And zero at the bone.



I've waited for over an hour for Charlie to return my car.
He *is as slow as molasses*.
That little Vietnamese boy is so darling. His hair and eyes *are as black as coal*.
I hate to drive at night. I'm *blind as a bat*.
My locker needs to look more like Tim's. His is *as neat as a pin*.
Jean has gained so much weight. She's *as big as a house*.
David always seems to make the right decisions. He's *as wise as an owl*.
The chairman of our club is such a hard worker. He's *as busy as a bee*.
Even though his turn at bat could decide the outcome of the game, our pitcher never seems nervous. He's *as cool as a cucumber*.

Similes to put on puzzles.



The puzzle was cut from the Ellison Letter Machine.

A Simile Is A Puzzle To Me

Skill #660

Objective:

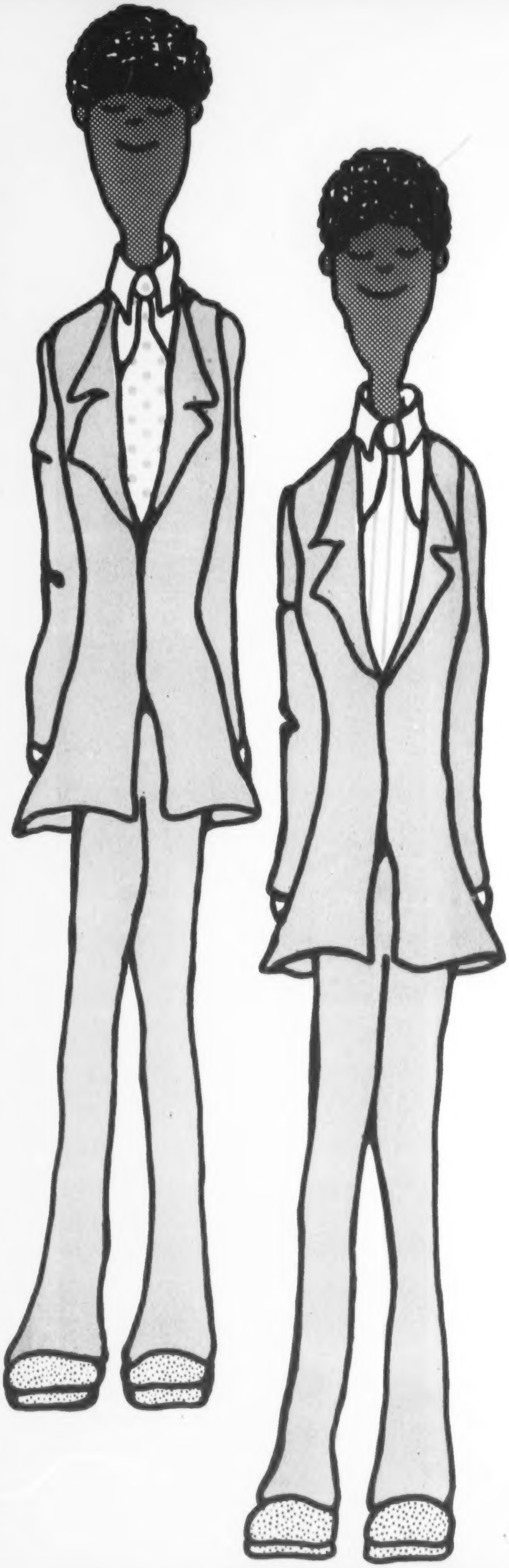
The student will identify figurative phrases.

Directions:

Two students are needed to play this activity. Provide the students with two puzzles of each simile listed similar to the puzzle shown above. There will be sixteen puzzles in all. Spread all of the puzzle pieces out face up. Each player will receive a copy of the incomplete sentences. At a given signal, each player will determine an appropriate simile to complete any sentence and find those same words to form a puzzle. Each player continues in this manner with each sentence and puzzle as quickly as he can. The first student to complete the eight simile puzzles is the winner.

Follow-up Activities:

1. Have the student give a companion sentence to each simile in the activity. It must be different from the one given.
2. Have the student listen for and record similes used in conversation and on television and report his findings.



Meet slim Jim and his thin twin Tim.

Simple precipitation is a ***plain rain.***

A clean road is a ***neat street.***

A comfortable gnat is a ***snug bug.***

Rainless heavens are a ***dry sky.***

A wet bum is a ***damp tramp.***

An insane flower is a ***crazy daisy.***

An obese feline is a ***fat cat.***

A bogged down vehicle is a ***stuck truck.***

A moonlit evening is a ***light night.***

A sad foot covering is a ***blue shoe.***

A joyous father is a ***glad dad.***

An empty seat is a ***bare chair.***

Wacky Knackies

Skill #660

Objective:

The student will reword colorful phrases.

Directions:

Have the student read each phrase above and on the next page. Beside each one, have him write a "Wacky Knackie," a rhyming adjective and noun that restates the original phrase.

Follow-up Activities:

1. Have the student think of new "Wacky Knackies." Suggest that he start with a noun, add a rhyming adjective and then write a phrase that explains it.
2. Have the students exchange their "Wacky Knackies" from follow-up one and try to solve them.

Jim and Tim have some more Wacky Knackies . . .

Skinny James is a ***Slim Jim.***

The skinny one of an identical pair is the ***thin twin.***

A seafood platter is a ***fish dish.***

Gamblers' lucky numbers are ***seven eleven.***

A great baseball team is a ***fine nine.***

A happy dog is a ***jollie collie.***

Colored lemonade is a ***pink drink.***

An angry employer is a ***cross boss.***

A sixth-month satellite is a ***June moon.***

A small frankfurter is a ***teeny weenie.***

Noah's unlighted boat is a ***dark ark.***

A delighted father is a ***happy pappy.***

A girl from Switzerland is a ***Swiss miss.***

Regulations at an institution of learning are the ***school's rules.***

Foolish William is ***silly Billy.***

Mice live in a ***mouse house.***

A fat porker is a ***big pig.***

A warm pan is a ***hot pot.***

A cocoa-colored dress is a ***brown gown.***

A good polish is a ***fine shine.***

A journey by water is a ***ship trip.***

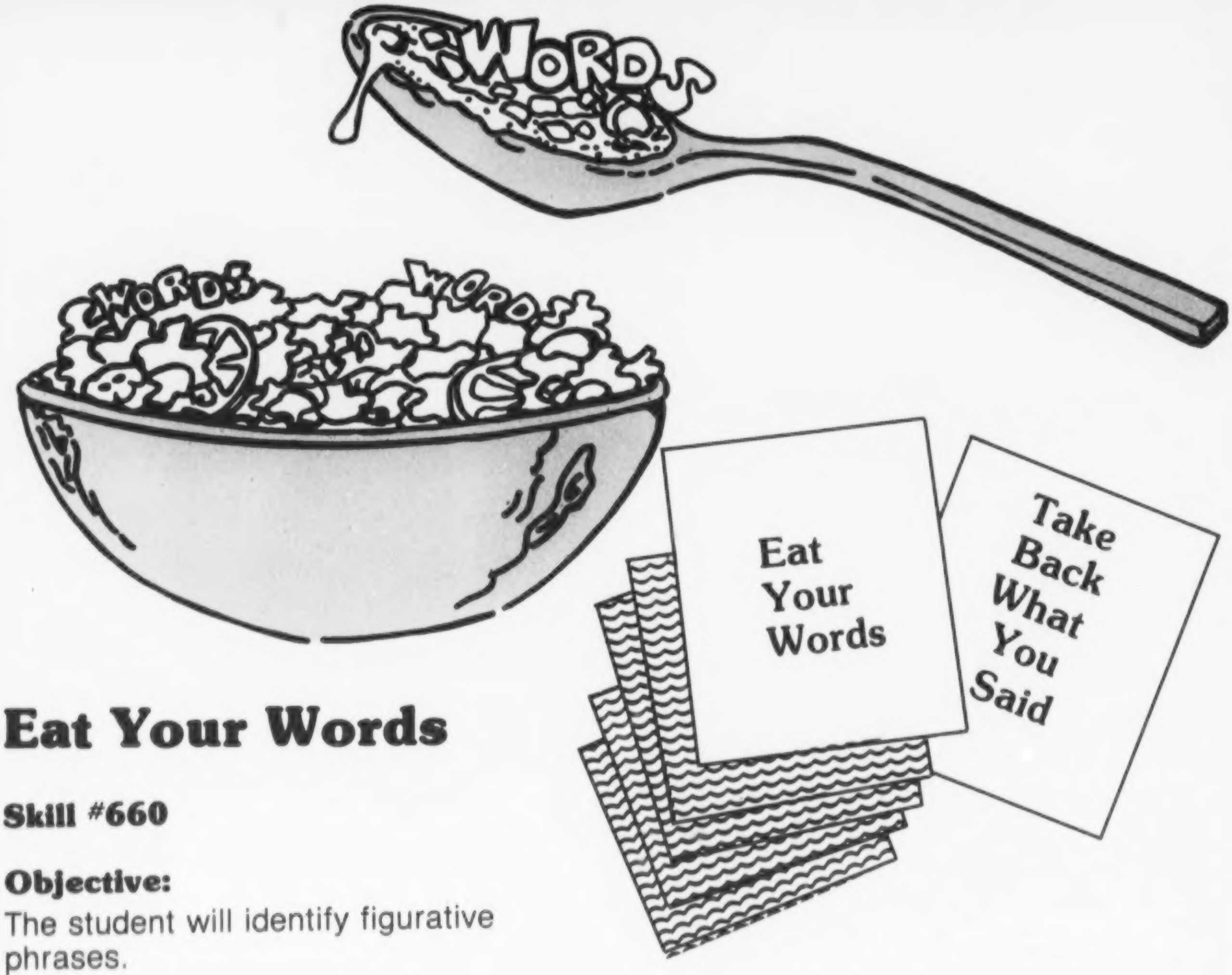
A chubby puss is a ***fat cat.***

A tiny insect is a ***wee bee.***

A frozen ghost is a ***cool ghoul.***

A fortunate barnyard fowl is a ***lucky ducky.***

An eccentric rabbit is a ***funny bunny.***



Eat Your Words

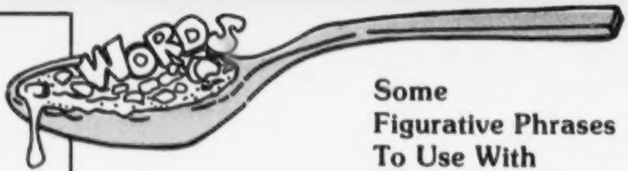
Skill #660

Objective:
The student will identify figurative phrases.

Directions:
Prepare twenty playing cards using the figurative phrases on pages 77 and 78. Ten cards should contain one figurative phrase each, and ten should contain the meanings. Each of two students is dealt five phrase cards and five meaning cards. When play begins, each player may play any matching pairs dealt to him and justify each combination. If he is correct, he receives one point for each pair. If he is incorrect, he must "eat his words" and lose two points. Then in alternating turns, each player reads a figurative phrase from his hand and explains its meaning to his opponent. If he is correct, he receives the meaning card from his opponent, plays the pair and receives one point. If he is incorrect, he must again "eat his words." The player with more points at the end of the game is the winner.

H THE CAT'S GOT YOUR TONGUE
E ELBOW GREASE
A EAT YOUR HEART OUT
I FULL OF HOT AIR
B BITE YOUR TONGUE
G TIP OFF
C GO FLY A KITE
D IN THE BAG

A. Want something you can't have
B. Don't say bad things
C. Go away
D. Know you will win for sure
E. Work hard
F. Have an operation
G. A clue
H. Not saying anything
I. Always bragging



Some Figurative Phrases To Use With Eat Your Words

G ON EDGE
E CUT CORNERS
H CUT IT OUT
B ALL THUMBS
D BURNING THE CANDLE AT BOTH ENDS
A A BIRD IN THE HAND IS WORTH TWO IN THE BUSH
I TIE THE KNOT
F NOT MY CUP OF TEA

A. Keep what you have until you are sure you can have something better
B. Drop many things
C. Living in a tree
D. Work too hard and do not get enough rest
E. Use money carefully and save if you can
F. Not something I like
G. Nervous and worried
H. Stop
I. Get married

H FULL OF BALONEY
F UNDER THE WEATHER
D OVER THE HILL
B PULLING YOUR LEG
A BULL-HEADED
C CHIP ON HIS SHOULDER
E OUT OF THE WOODS
I LET THE CAT OUT OF THE BAG

A. Will not listen to other people
B. Teasing you
C. Always ready to be angry
D. Too old to do something
E. Out of danger
F. Not feeling well
G. Happy
H. Making up a story
I. Spoil a surprise

B TIP OFF
L ON THE UP AND UP
H FOOD FOR THOUGHT
I TAKE PLACE
F A BIRD IN THE HAND IS WORTH TWO IN THE BUSH
C SECOND THOUGHTS
Q ALL THUMBS
A SCRATCH THE SURFACE
O PIPE DOWN
G READ BETWEEN THE LINES
J CUT CORNERS
E PAIN IN THE NECK
M GO FLY A KIT
N CAN'T GET OVER IT
P ON EDGE
D BURNING THE CANDLE AT BOTH ENDS

A. Learn a little
B. A clue
C. Change your mind
D. Work too hard and not get enough rest
E. Someone who bothers people
F. Keep what you have until you are sure you have something better
G. Guess at what someone did not say
H. Many things to think about
I. Happen
J. Use money carefully and save if you can
K. Hurt
L. Very honest
M. Go away
N. Can't believe it
O. Be quiet
P. Nervous and worried
Q. Drop many things

B THE CAT'S GOT YOUR TONGUE
D FULL OF HOT AIR
A IN THE BAG
F FOOD FOR THOUGHT
C ON THE UP AND UP

A. Know you will win for sure
B. Not saying anything
C. Very honest
D. Always bragging
E. Always wrong
F. Many things to think about

G FIT AS A FIDDLE
H IT'S RAINING CATS AND DOGS
E BY THE SKIN OF HIS TEETH
A BARKING UP THE WRONG TREE
I SAVE FOR A RAINY DAY
D DOWN IN THE DUMPS
B FLYING HIGH
C KEEP YOUR NOSE TO THE GRINDSTONE

A. Asking the wrong person
B. Very excited
C. Work very hard
D. Unhappy
E. Nearly miss something
F. Hurt yourself
G. Very healthy
H. Raining very hard
I. Save money for when you really need it

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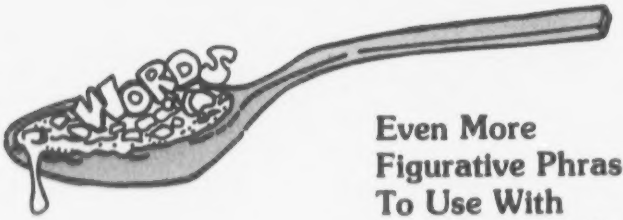


Even More Figurative Phrases To Use With Eat Your Words

N YOUR NAME WILL BE MUD
Q UNDER THE WEATHER
L BY THE SKIN OF YOUR TEETH
F THROUGH AND THROUGH
J BULL-HEADED
C ONCE IN A BLUE MOON
H OVER THE HILL
G HAIR STANDING ON END
A CHIP ON HIS SHOULDER
B POUND THE PAVEMENT
I OUT OF THE WOODS
E EAT YOUR WORDS
O THE TIME IS RIPE
M BEAT AROUND THE BUSH
P FLYING HIGH
K ON CLOUD NINE

A. Always ready to be angry
B. Walking a lot
C. Not very often
D. Always
E. Take back what you said
F. Completely
G. Very scared
H. Too old to do something
I. Out of danger
J. Will not listen to other people
K. Very happy and excited
L. Nearly miss something
M. Have trouble asking for what you want
N. Someone will be unhappy with you
O. It is the right time
P. Very excited
Q. Not feeling well

D TIE THE KNOT
F NOT MY CUP OF TEA
A ELBOW GREASE
G CUT IT OUT
E EAT YOUR HEART OUT
B PIPE DOWN
C CAN'T GET OVER IT
I BITE YOUR TONGUE

A. Work hard
B. Be quiet
C. Can't believe it
D. Get married
E. Want something you can't have
F. Not something I like
G. Stop
H. Something I like
I. Don't say bad things

E LET THE CAT OUT OF THE BAG
D FIT AS A FIDDLE
C FULL OF BALONEY
H PULLING YOUR LEG
F THE TIME IS RIPE
A ON CLOUD NINE
I BARKING UP THE WRONG TREE
G DOWN IN THE DUMPS

A. Very happy and excited
B. It is the wrong time
C. Making up a story
D. Very healthy
E. Spoil a surprise
F. It is the right time
G. Unhappy
H. Teasing you
I. Asking the wrong person

B IT'S RAINING CATS AND DOGS
F BEAT AROUND THE BUSH
A KEEP YOUR NOSE TO THE GRINDSTONE
D SAVE FOR A RAINY DAY
E YOUR NAME WILL BE MUD

A. Work hard
B. Raining very hard
C. Raining very little
D. Save money for when you really need it
E. Someone will be unhappy with you
F. Have trouble asking for what you want

Some Suggestions For Using Idioms . . .

- Divide the class into two teams. One team acts out an idiom while the other team tries to guess it.
- Have each student select an idiom that he likes and use it at least once a day for a week.
- Encourage the student to learn a new idiom that is not in the book and teach it to the class.
- Have each student find an idiom that he likes or does not like and explain why.
- Have the student write a story revolving around one of the idioms learned.
- Have the student illustrate one of his favorite idioms.

- **"Kitchen Gardens" taken from Steven Caney's *Kids' America***

Food gardens were not like fancy gardens but, of necessity, practical and neatly laid out for the convenience of the housewife who tended and used the crops for her cooking and other kitchen needs.

These kitchen gardens, as they were sometimes called, were located next to the house so fresh crops could be picked as needed. The garden was square in shape, and fenced to keep hungry unwanted animals out. The growing beds inside the garden were also square or rectangular with walk spaces between the crops for easy tending. The beds were raised for drainage, edged with boards and wood stakes, and filled with the richest soil available. The seeds were planted in straight rows and sometimes fertilized with fish heads, another practice learned from the Indians.

The arrangement of the crops also followed common sense. Sweet smelling herbs and flowers were planted under the house windows and strong smelling herbs and vegetables (onions and garlic, for example) planted as far from the window as possible. Vine plants such as watermelon, pumpkin, and squash, were planted just outside the garden so the wandering and unpredictable growth of their shoots would not take over the smaller plants in the garden. Beans were planted next to the fence so the vines had something to climb, and big-rooted plants like potatoes were kept away from the shallow-rooted plants like radishes. Frequently, the lettuce, radishes, and onions were grown in the same bed so they could be harvested together for salads.

Altogether, the kitchen garden was a small but very efficient food factory providing nearly all the vegetable and fruit produce a family needed to survive.

Cards to Place On Gameboard

Flowers

Radishes

Potatoes

Onions

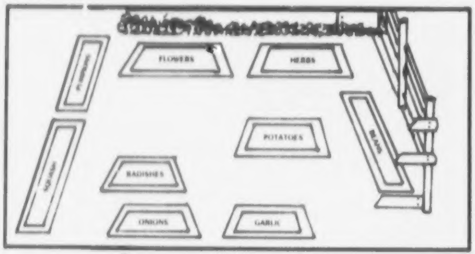
Pumpkins

Squash

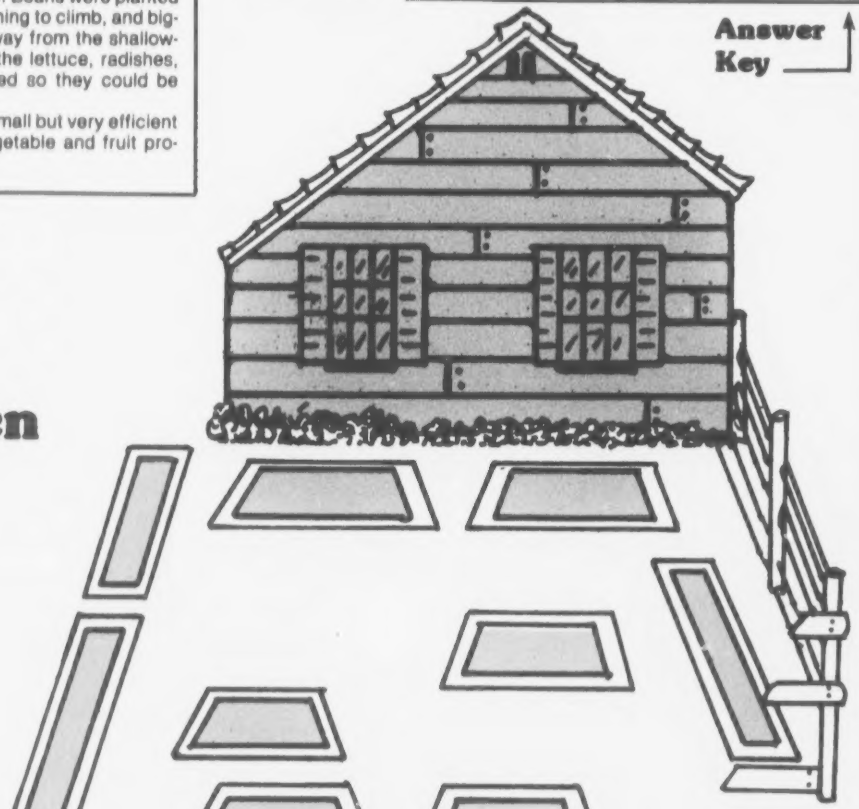
Herbs

Garlic

Beans



Answer Key



"Sum" Garden

Skill #680

Objective:

The student will summarize details of a paragraph.

Directions:

Have the student read the article shown above about kitchen gardens. Remind him to pay close attention to the design and planning of this type of garden. After he has read the article, have the student summarize his reading by placing the specified crops in their proper localities, using the pieces provided above.

MOLLY PITCHER 1753-1832

A heroine of the Revolutionary War who kept her husband's cannon firing after he had fallen during the battle of Monmouth, Molly Pitcher, whose real name was Mary Ludwig, was born near Trenton, New Jersey, in 1754. At sixteen she married John Caspar Hays, a barber, and lived in Carlisle, Pennsylvania. At the beginning of the Revolutionary War, her husband joined the 1st Pennsylvania Artillery. Like many other soldiers' wives, she followed her husband when he went off to war, doing his cooking and washing in camp. In battle, she carried water in a pitcher for her husband and other soldiers, gaining the nickname "Molly Pitcher."

At the battle of Monmouth, New Jersey, on June 28, 1778, her husband fell of heat prostration while manning his gun. Molly Pitcher picked up her husband's ramrod and took his place at the cannon, keeping the gun firing for the remainder of the battle.

After the war, Hays died in 1789. Molly married another Revolutionary War veteran, George McCauley, but she left him when he proved to be shiftless. In her old age, tobacco-chewing Molly was voted a $40-a-year pension by the Pennsylvania legislature in recognition of her services. She died in Pennsylvania at the age of seventy-eight in 1832.

Women Of Liberty

Skill #680

Objective:

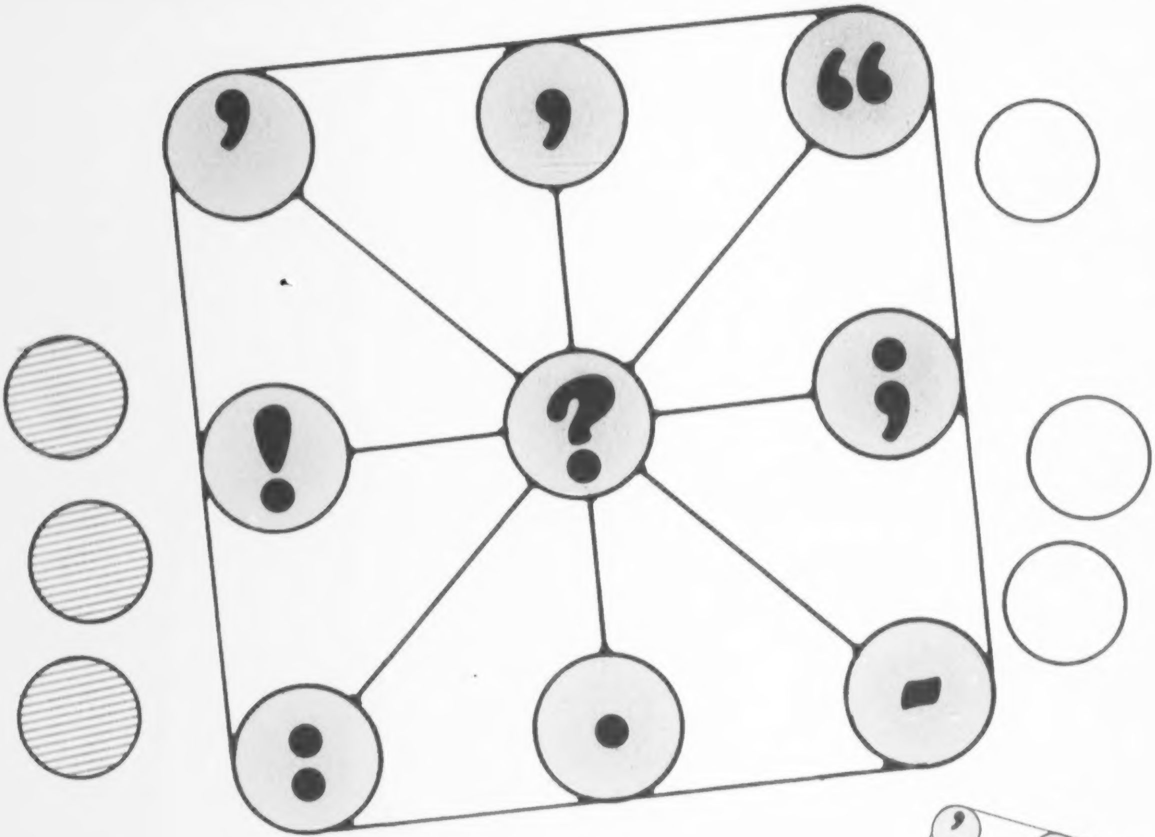
The student will summarize.

Directions:

Have the student read the story shown above on Molly Pitcher, a heroine of the Revolutionary War. In a minimum of words, have the student write a summarization of what he has read. Then have the student find at least two articles on the subject of women in the American Revolution and write a brief summary of each.

Follow-up Activities:

1. Select an article and read it to the students. Then in a round-robin fashion, have each student give a detail of the article.
2. Provide the students with six to eight details from a short selection and have them write a story from the given facts. For fun, compare their versions to the original.

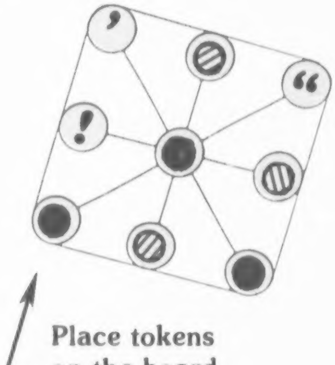


Punctuation Pursuit

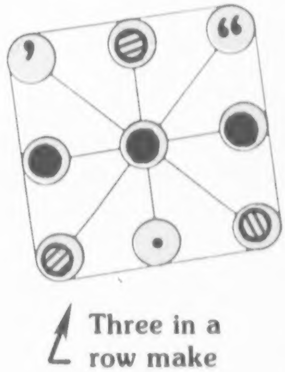
Skill #700

Objective:
The student will demonstrate the use of punctuation marks.

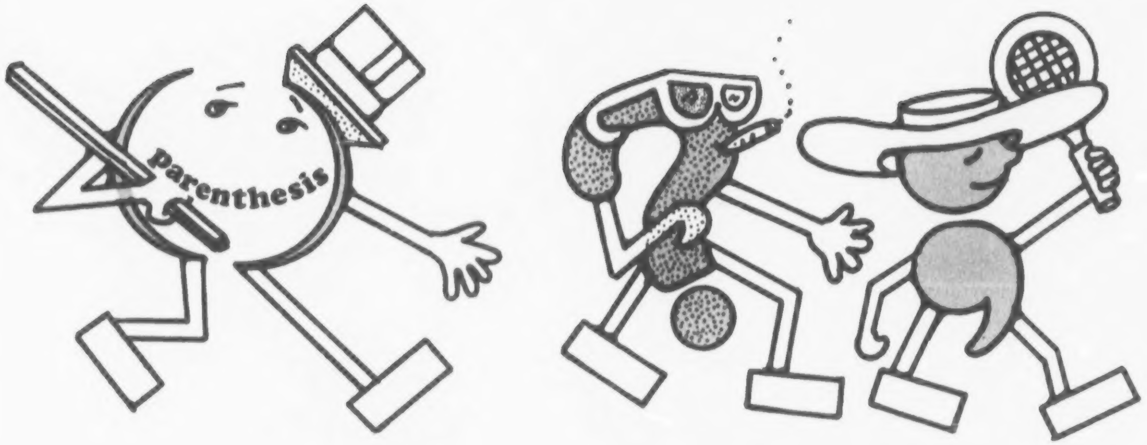
Directions:
Similar to "Tic-Tac-Toe," "Taparan" is played by two people on nine points with three tokens apiece. In alternating turns, each player places a token on one of the empty points until all six tokens have been placed on the board. The game begins with player number one moving one of his tokens to another point along the lines. In order to keep his token on a point, he must demonstrate the use of the punctuation mark shown on that point. The first player to align his three tokens in a vertical, horizontal or diagonal row is the winner.



Place tokens on the board to begin play.



Three in a row make a winner!



Pardon My Punctuation

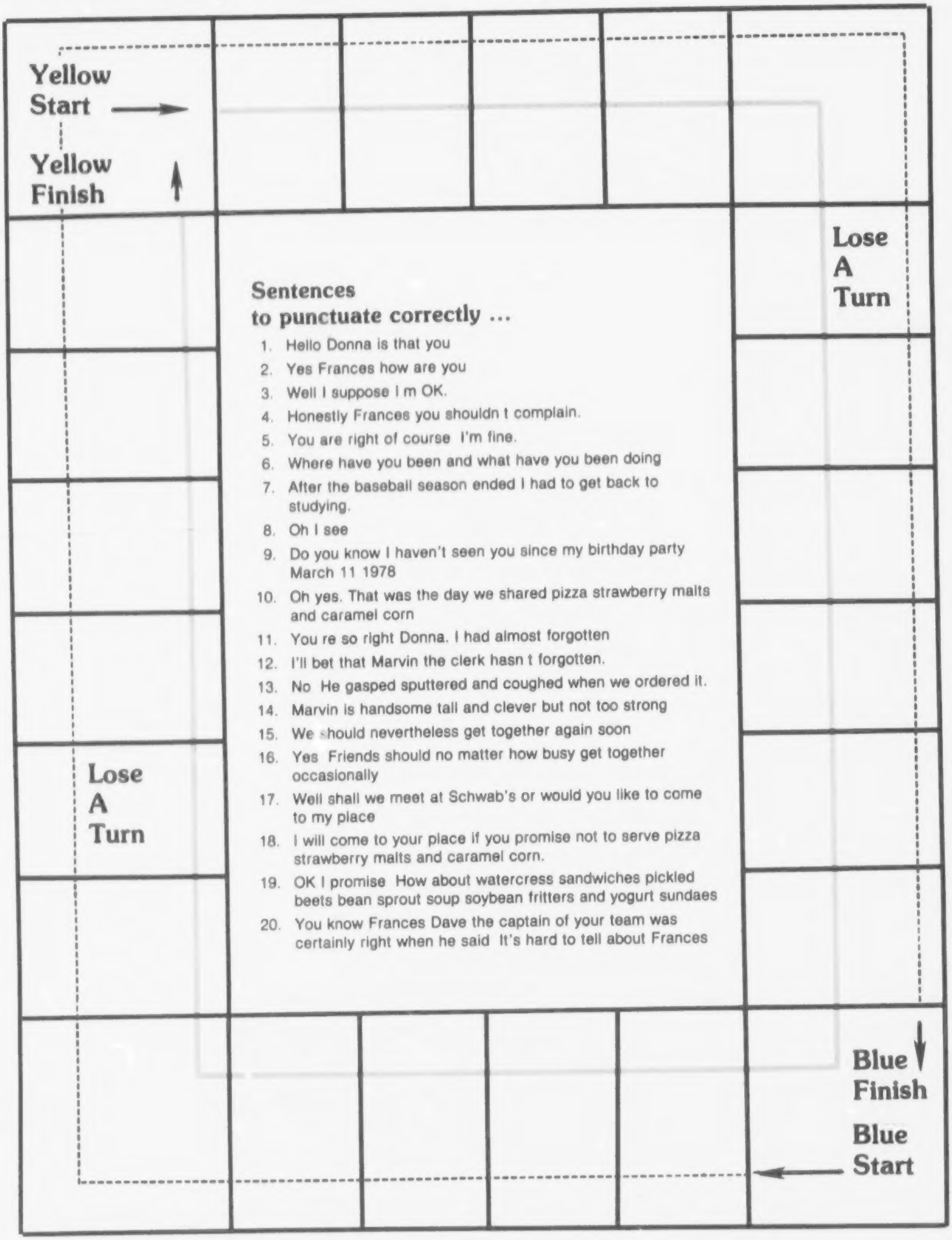
Skill #700

Objective:
The student will demonstrate the use of punctuation marks.

Directions:
Each of the two players chooses one of the sets of colored playing pieces and places his marker on "start." In alternating turns, each player moves the number of spaces indicated by the throw of a die. He reads the sentence corresponding to the number on which he lands and inserts the needed punctuation. If his response is unchallenged, he may claim the square with one of his playing pieces. If the opponent correctly challenges the response, the opponent may claim the square for himself. When either player lands on a space he has already claimed, he receives another turn. If a player lands on a space already claimed by his opponent, he loses the turn. When all spaces are claimed, the player with the more squares is the winner.

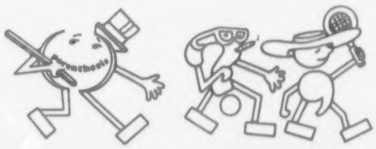
Follow-up Activities:
1. Have each student cut out a cartoon strip and circle all the punctuation marks. Have him read the strip aloud and justify each mark.
2. Provide each student with a cartoon strip in which all punctuation marks have been eradicated. Have him supply the appropriate punctuation marks and then read the cartoon strips aloud. Discuss how punctuation or lack of it can alter meaning.

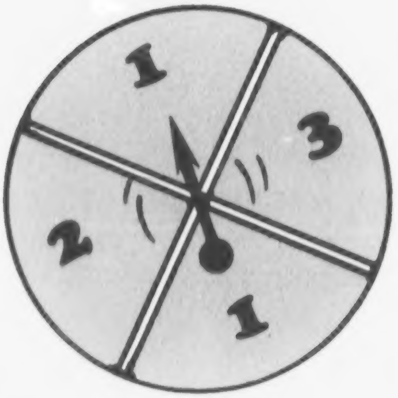
Pardon My Punctuation



Sentences to punctuate correctly ...

1. Hello Donna is that you
2. Yes Frances how are you
3. Well I suppose I m OK.
4. Honestly Frances you shouldn t complain.
5. You are right of course I'm fine.
6. Where have you been and what have you been doing
7. After the baseball season ended I had to get back to studying.
8. Oh I see
9. Do you know I haven't seen you since my birthday party March 11 1978
10. Oh yes. That was the day we shared pizza strawberry malts and caramel corn
11. You re so right Donna. I had almost forgotten
12. I'll bet that Marvin the clerk hasn t forgotten.
13. No He gasped sputtered and coughed when we ordered it.
14. Marvin is handsome tall and clever but not too strong
15. We should nevertheless get together again soon
16. Yes Friends should no matter how busy get together occasionally
17. Well shall we meet at Schwab's or would you like to come to my place
18. I will come to your place if you promise not to serve pizza strawberry malts and caramel corn.
19. OK I promise How about watercress sandwiches pickled beets bean sprout soup soybean fritters and yogurt sundaes
20. You know Frances Dave the captain of your team was certainly right when he said It's hard to tell about Frances





Jim said, "When are you going to tie the knot?"

Punctuation Purr-fect

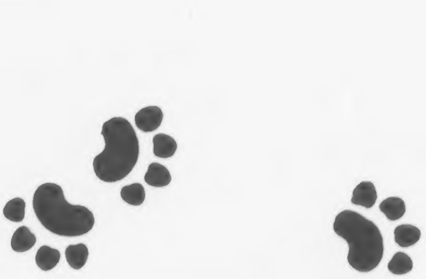
Skill #700

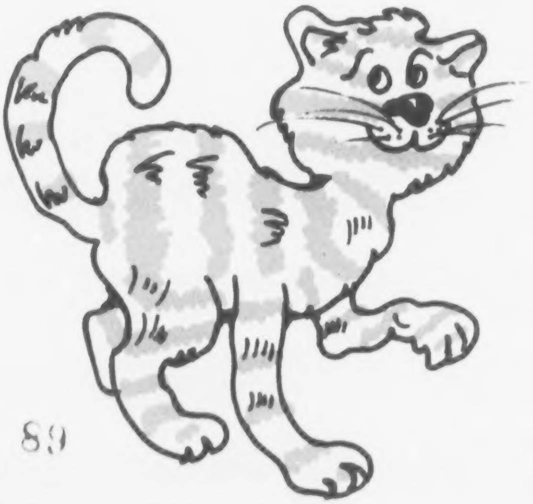
Objective:

The student will demonstrate the use of punctuation marks.

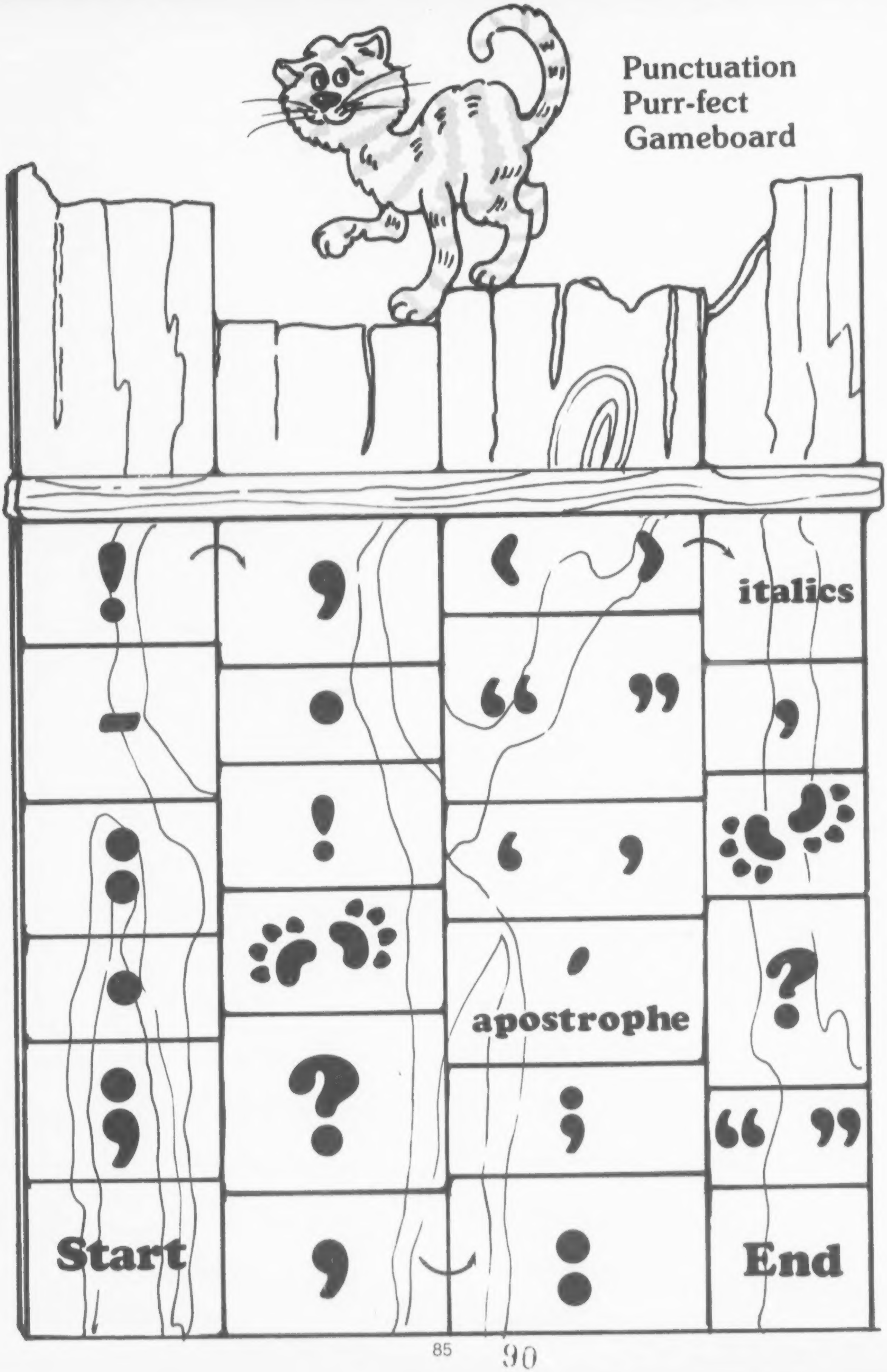
Directions:

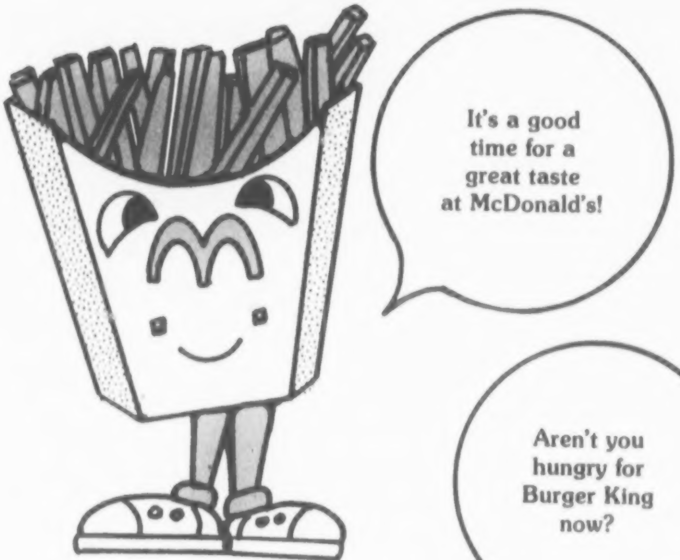
Provide each student with a card and a marker. Markers are placed in the "start" position. In alternating turns, each player spins the arrow and moves the number of spaces indicated. On his card, he must write a sentence correctly using the punctuation mark shown in the space on which he lands. If he is incorrect, he must go back to the space he occupied when that turn began. If he lands on a paw print, he forfeits his turn. The first player to complete the path is the winner.





Punctuation Purr-fect Gameboard


!
,
‘ ’
italics
-
.
“ ”
,
:
!
‘ ,
?
’
apostrophe
;
;
?
“ ”
Start
,
:
End


It's a good time for a great taste at McDonald's!

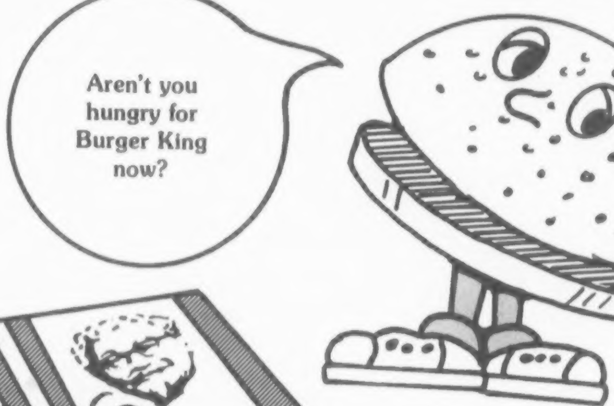
More jingles ...

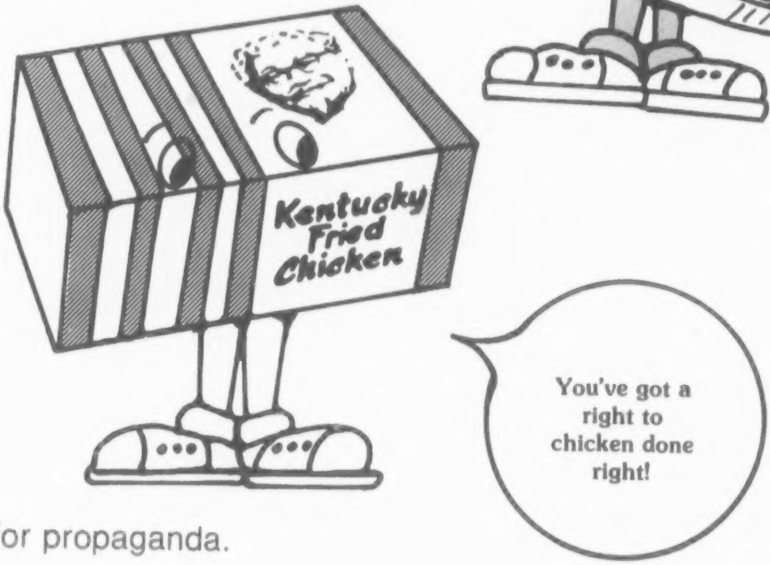
You deserve a break today at McDonald's.

Coke is it!

I'm stuck on bandaids and bandaids stuck on me.

Double your pleasure, double your fun with double-good Doublemint gum.


Aren't you hungry for Burger King now?


Kentucky Fried Chicken
You've got a right to chicken done right!

Getting The Jinggle's Message

Skill #720

Objective:

The student will evaluate for propaganda.

Directions:

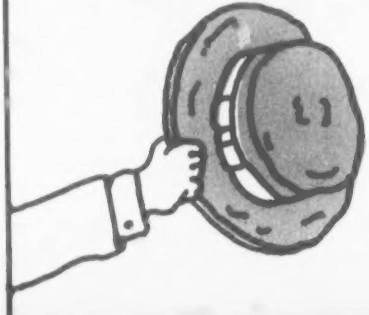
Discuss with the students singing commercials from radio and T.V. that urge them to buy products. Have them write down some jingles from memory and tape record some of the more popular commercials. Have the students analyze the lyrics and note how they encourage people to make a purchase. Have them determine what kinds of advertising techniques are used and how music is incorporated.

Follow-up Activities:

1. Have the students write original jingles to advertise real or original products.
2. Direct the students in writing and performing a T.V. commercial based on one of the jingles from follow-up one.

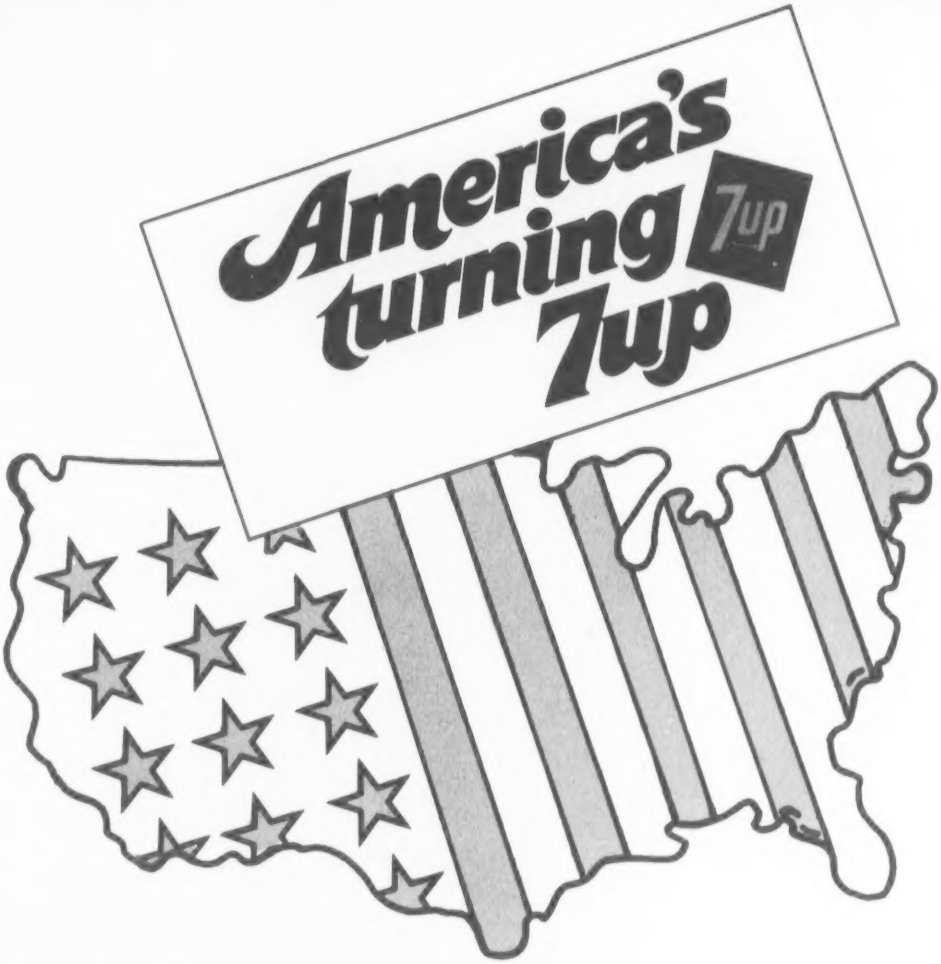
***Some suggested guidelines for spotting misleading ads**

1. Ads that suggest a person will be young (or young-looking), beautiful, or shapely from merely using a product are making a hasty generalization based on the fact that an actor, actress, or model has the desirable quality and also uses the product. Soft drink and face cream ads often use this approach.
2. Ads that suggest a person will belong to the group, have fun, and be happy ("Be a Pepper") are bypassing the real reasons individuals are accepted by the crowd or are happy and are assigning popularity to the use of a product.
3. Circulars or junk mail that claim a person's name was specially selected and is one of a very few chosen should be suspect. Statistics about the multitude of such "very few lucky persons" receiving the mail will reveal the claim's insincerity.
4. Products bearing such spectacular titles as "Wonder" Such-and-Such or "Miracle" This-or-That always should be carefully scrutinized for the details. Somewhere in small print there will be an indication of how the miracle works, but this information will not be immediately noticeable. For example, an ad for a "Miracle Flashlight" that doesn't require batteries may reveal, after much perusal, that the light must be pumped to activate a generator—an action that certainly would make efficient use of the light beam difficult.
5. Background pictures (as in cigarette ads, for example) often make mute promises of how a person will look, perform, or feel after the use of a product. There is no logical connection whatsoever between the use of the product and the desirable appearance, performance, or feeling.
6. Some ads make claims that are impossible, or have contradictory premises. For example, if all aspirin has five grains of that pain reliever per tablet because it is the legal limit, none can be more *potent* regardless of size or extra ingredients.
7. Key phrases in radio or TV commercials are "What you need is ...," "You should have ...," "You need ...," "You want ...," "Get a ...." Such phrases program the listeners, creating wants and needs literally out of thin air.
8. Ambiguous phrases such as "may help" or "has been known to help" are misleading. They merely state a possibility.



... An Encore

*** Material taken from *Creative Escapes*, Adventures in Writing for Grades 7-12, by Barbara Christian**



America's Turning 7-Up

Skill #720

Objective:
The student will evaluate the propaganda in advertising.

Directions:
The advertising slogan above shows a form of propaganda. A false generalization has been made in this case to promote 7-Up. Other propaganda techniques are described on the next page. Have the student choose one of the techniques, develop a radio or T.V. commercial, a billboard advertisement and a bumper sticker for a soft drink of his choosing.

Follow-up Activities:

1. Collect a group of misleading ads. Hand them out at random and challenge the students to critique them for directness, logic and honesty.
2. Have the student look through current magazines for appealing ads and categorize them under the headings explained on the next page.

America's Turning 7-Up

SNOB APPEAL: This gives the impression that people of elegance, wealth, good taste and intelligence will buy the seller's product. ''When only the very best will do, buy ....'' ''People of status understand that ....'' ''If gracious living is important to you ....''

TESTIMONIAL: This refers to people who are either unnamed, unknown, or famous who have something positive to say about a product. Everyone who is mentioned is made to sound like an expert! ''Most experienced mothers depend upon ....'' ''Jimmy Carson uses Apex tires.'' ''Josephine Namath wears Gedilla stretch socks.''

SCIENTIFIC APPROACH: Tests, statistics, surveys and pseudo-scientific jargon are used to be convincing. ''Four out of five dentists use ....'' ''A woman doctor researched the results of ....'' ''Digestive upset can be blocked by the soothing effects of ....'' ''Research shows ....''

BANDWAGON: Since many people want to do what everybody else is doing, you are urged to hop aboard and join the crowd. ''Be like all the others in your neighborhood and roller skate under the stars.'' ''Join the younger generation and drink dyspeptic cola.''

GLITTERING GENERALITIES: These do not mean a great deal but they have a nice sound. Some vague comparisons may be included. ''Have a lawn you can be proud of.'' ''Make your hair bouncier and more fragrant.'' ''Get the biggest and best for your money.'' ''... stronger, brighter.''

EMOTIONAL APPEAL: This is a direct line to your fear, anger, pity, or sense of humor. ''Don't be bullied into buying more than you need.'' ''If you know the feeling of a dead battery on a lonely road, then buy ....'' ''Send flowers to a certain someone today to tell them you love them.''

PLAIN FOLKS: A down-home, old-fashioned appeal. ''Lemonade just like grandma used to make.'' ''The hearth-baked goodness of whole grain bread.''

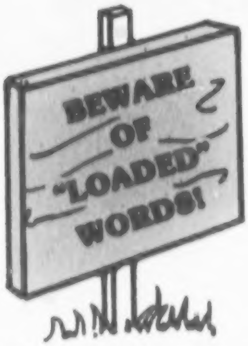
Beware of "Loaded" Words!

Skill #720

Objective:
The student will evaluate loaded words for effect.

Directions:
A leading scholar has suggested names for favorable and unfavorable connotations of words. He calls them "purr" or "snarl" words. For example, curr and mutt are "snarl" words, while pooch and pup are words that "purr." On the next page are five activities involving loaded words. Have the students read and work each one. Some of the answers can be checked by using the answer key.

Follow-up Activites:
1. Have students read some works of Edgar Allen Poe watching for descriptive words that create the overall effect of a piece of writing.
2. Introduce a word like "fire" and ask the students to brainstorm both positive and negative connotations recording them in separate columns on the chalkboard.



1.

The five words listed below are "purr" words. In the space beside each word, write another word which has the same basic meaning but which also has a built-in "snarl."

EXAMPLE

Fearless Foolhardy

1. Confident ________
2. Intelligent ________
3. Tough-minded ________
4. Dedicated ________
5. Fun-loving ________

2.

Underline the "snarl" words once and the "purr" words twice in the following passages.

1. Sharon is such a sweet girl in many ways. It's a shame she's such a snob.
2. Flee cold, biting winds and the humdrum drudgery of gray, wintry days. Let us take you to enchanted islands where fabulous mountains rim sapphire seas.
3. Try our hot mince pie and enjoy the tang of autumn apples, the tender sweetness of plump raisins, the perfect blend of exotic spice, and crisp, melting crust.

3.

The words summer and sunshine have pleasant connotations. In the lines provided, explain why they are "snarl" words as used by Thomas Paine in these famous lines:

"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country."

4.

The following passage is writtin in matter-of-fact newspaper style. On separate paper, rewrite the passage to put the mayor in a favorable light; then do a second paragraph as an enemy of the mayor might write it.

"Mayor Richard Ross spoke today before a large crowd at the Circle Auditorium. After mounting the speaker's rostrum, he made a strong plea for higher taxes, pointing out that the rapid growth of the city made many new services both necessary and urgent. Audience reaction to his proposals seemed evenly mixed between approval and displeasure."

5.

Four of the following ten words can be considered "loaded" words. Underline these four. On separate paper, write out what each loaded word means to you.

"house ... rain ... capitalist ... engine ... imperialist ... Congress ... egghead ... roof ... warmonger ... root."

Answer Key

Activity 1.

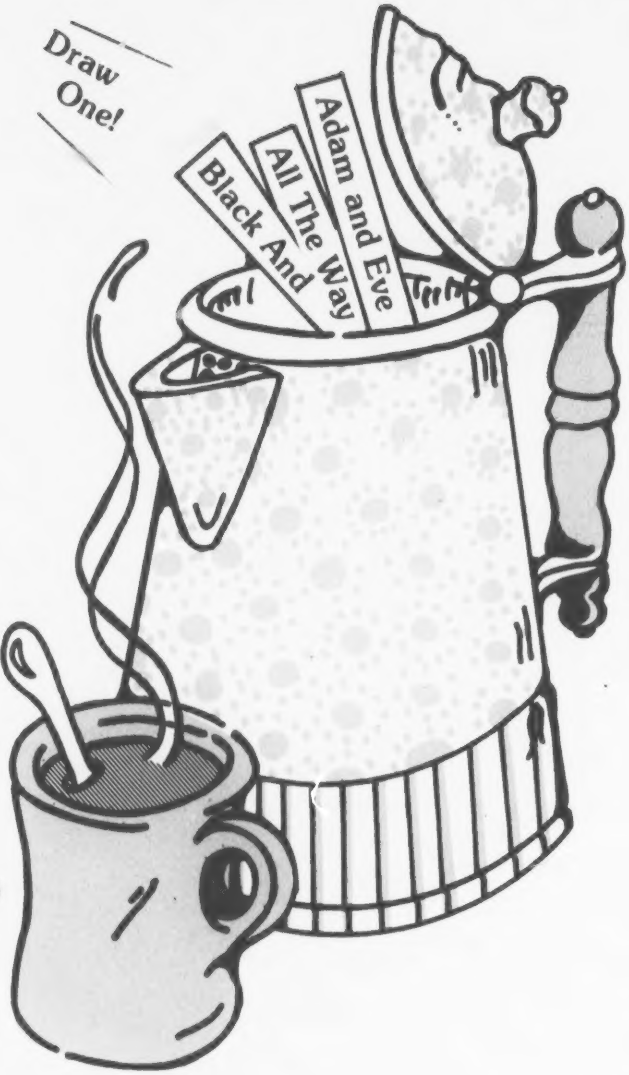
1. brash
2. crafty
3. arrogant
4. fanatical
5. mischievous

Activity 5.

capitalist
imperialist
egghead
warmonger

Expressions to go in Coffee Pot

Adam and Eve on a raft
All the way
Apple
Black and white
Bloody
B.L.T.
Bowl
Bucket of mud
Burn
C.B.
China
Cow
Down
Draw one
Drop
Fire
Grade A
Hail
O.J.
On wheels
Over easy
Patch
Set-up
Side
Smear
Stack
Stretch
Suds
Walk
Twist
Wrecked



Lunch Counter Lingo

Skill #740

Objective:

The student will predict outcomes.

Directions:

All over America, waiters and waitresses in restaurants, diners and lunch counters use a peculiar slang of their own. "Draw one" is an order for a cup of coffee. See how much lunch counter lingo the student can learn by "drawing one" expression at a time from the coffee pot and matching it to the list of foods and restaurant expressions from the list on the next page. An answer key is provided for self checking.

Follow-up Activities:

1. Prepare a set of cards with an expression or a food item written on each. Spread them out face down and have the students play "Concentration."
2. Truck drivers and CB'ers have a language of their own; for example, "peanut butter in your ears" means "not listening." Have each student contribute at least one CB radio expression and use it in the activity above.

List of Foods and Restaurant Expressions ...

two poached eggs on toast

with all the regular trimmings

a slice of apple pie

a chocolate soda with vanilla ice cream

meet cooked rare

a bacon, lettuce, and tomato sandwich

a bowl of soup

dish of chocolate ice cream

to cook well-done

corned beef

an order of hotcakes

a Coke

a root beer

an order to go

slice of lemon

a cup of tea

a glass of milk

toasted

a scoop of ice cream

scrambled

chili

milk

ice

orange juice

an order to go

a fried egg done on both sides but soft in the middle

strawberry

a place setting of silverware, napkin and water

a side order

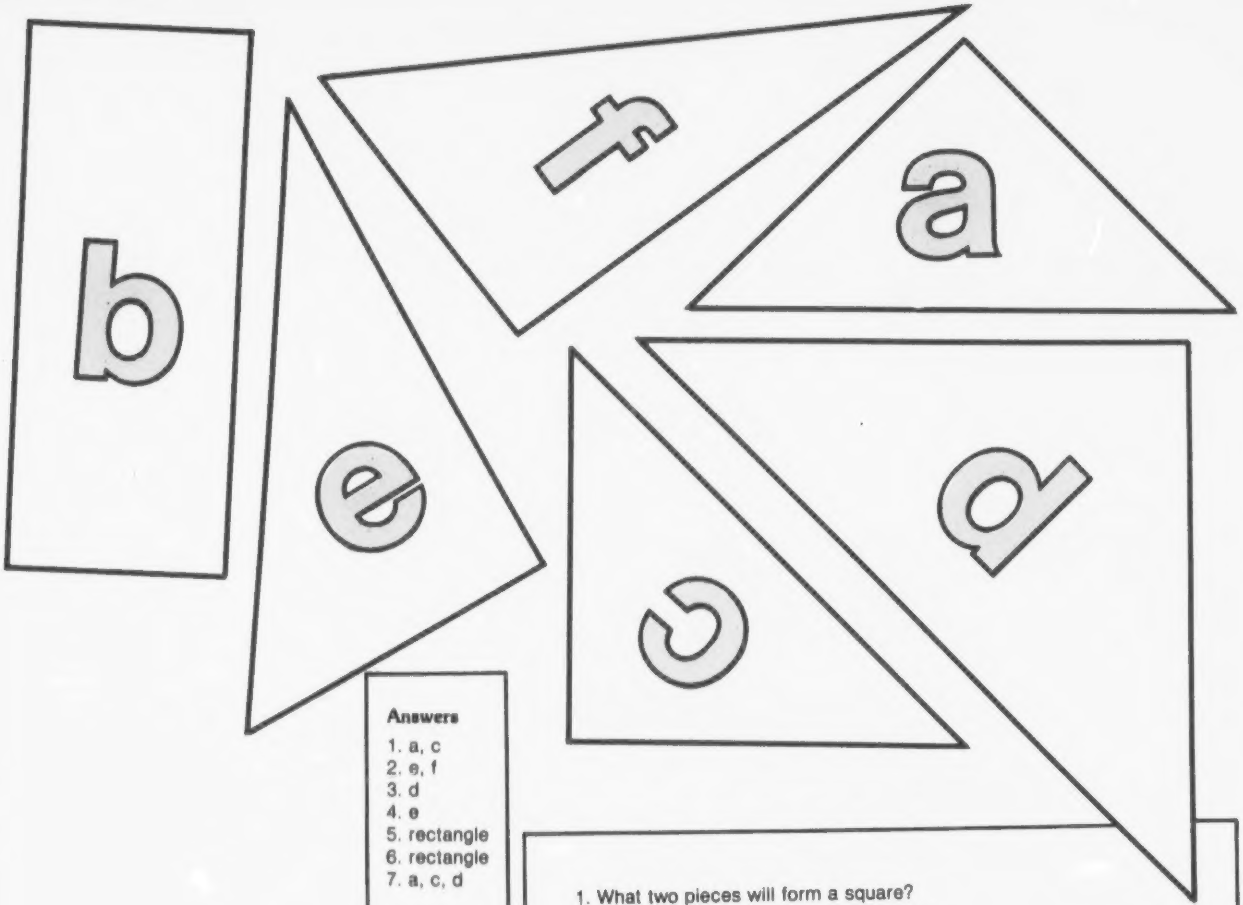
butter

LUNCH COUNTER LINGO

Answer KEY

Adam and Eve on a raft: two poached eggs on toast
All the way: with all the regular trimmings
Apple: a slice of apple pie
Black and white: a chocolate soda with vanilla ice cream
Bloody: meat cooked rare
B.L.T.: a bacon, lettuce, and tomato sandwich
Bowl: a bowl of soup, as in a "bowl of chicken"
Bucket of mud: dish of chocolate ice cream
Burn: to cook well-done
C.B.: corned beef
China: a cup of tea
Cow: a glass of milk
Down: toasted, as in "a tuna sandwich down"
Draw one: a cup of coffee
Drop: a scoop of ice cream
Fire: chili, as in a "bowl of fire"
Grade 'A': milk
Hail: ice, as in "a coke, no hail"
O.J.: orange juice
On wheels: an order to go, as in "a burger on wheels"
Over easy: a fried egg done on both sides but soft inside
Patch: strawberry
Set-up: a place setting of silverware, napkin, and water
Side: a side order, as in "side of cole slaw"
Smear: butter
Stack: an order of hotcakes
Stretch: a Coke
Suds: a root beer
Walk: an order to go, as in "a B.L.T. to walk"
Twist: a slice of lemon
Wrecked: scrambled

Draw one: a cup of coffee



1. What two pieces will form a square?
2. What two pieces will form a rectangle?
3. If a and c are adjacent to each other, forming a larger triangle, what piece will complete the square?
4. B, f, and ______ will form a square.
5. What shape will a, c, b, and d make?
6. What shape will a, c, b, d, e and f make?
7. What same three pieces will make both a rectangle and a square?

Answers

1. a, c
2. e, f
3. d
4. e
5. rectangle
6. rectangle
7. a, c, d

Square Off

Skill #740

Objective:

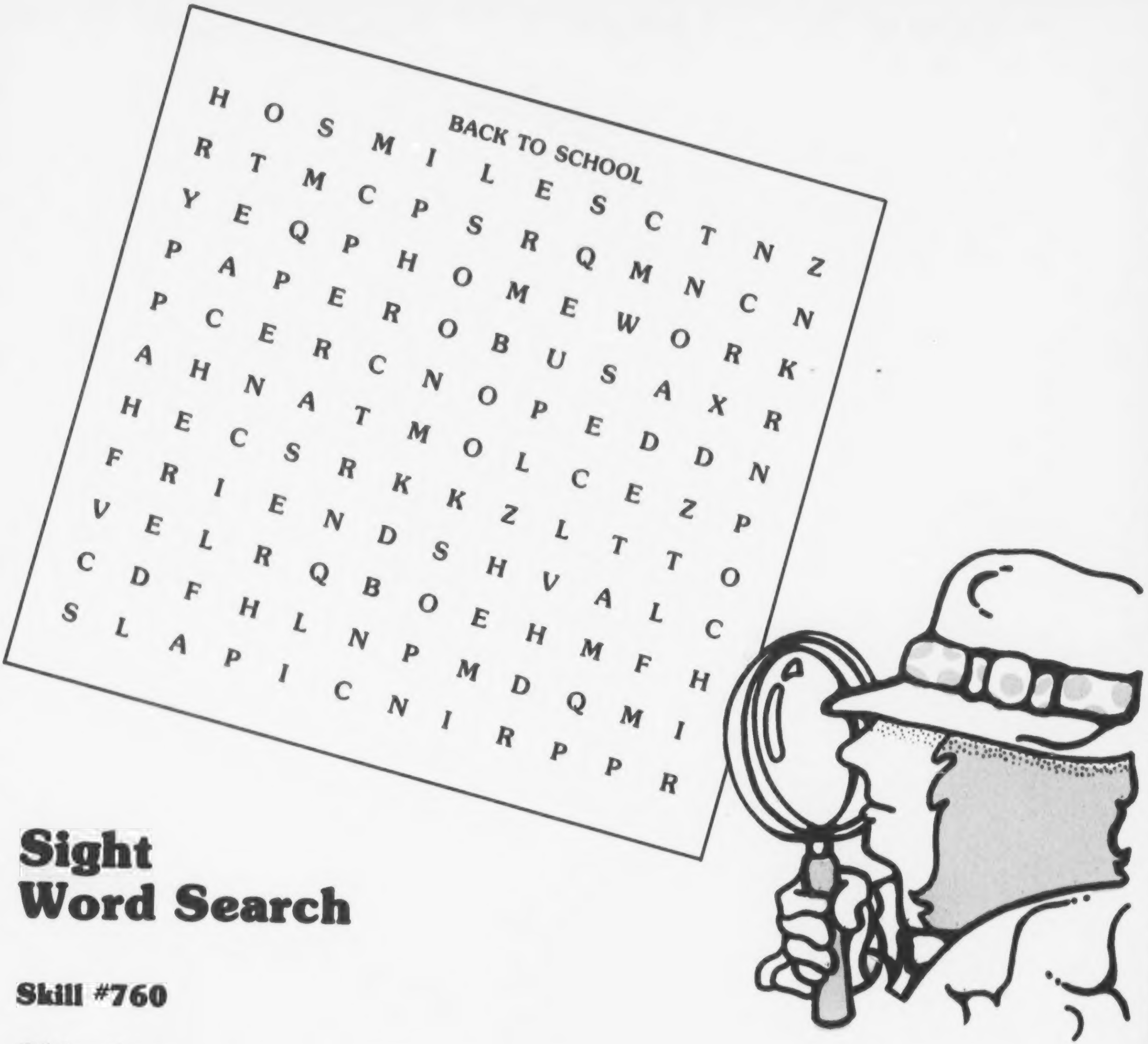
The student will predict outcomes.

Directions:

Have the student try to answer each question by first visualizing the lettered pieces in combinations to form the asked for geometric shape. He then places the pieces together to see if his prediction was correct.

Follow-up Activities:

1. Have the student cut a set of rectangles and triangles in different sizes than used in the activity, and have him make up questions concerning them.
2. Have the students exchange their sets from follow-up one and try to answer each question.



BACK TO SCHOOL

H O S M I L E S C T N Z
R T M C P S R Q M N C N
Y E Q P H O M E W O R K
P A P E R O B U S A X R
P C E R C N O P E D D N
A H N A T M O L C E Z P
H E C S R K K Z L T T O
F R I E N D S H V A L C
V E L R Q B O E H M F H
C D F H L N P M D Q M I
S L A P I C N I R P P R

Sight Word Search

Skill #760

Objective:

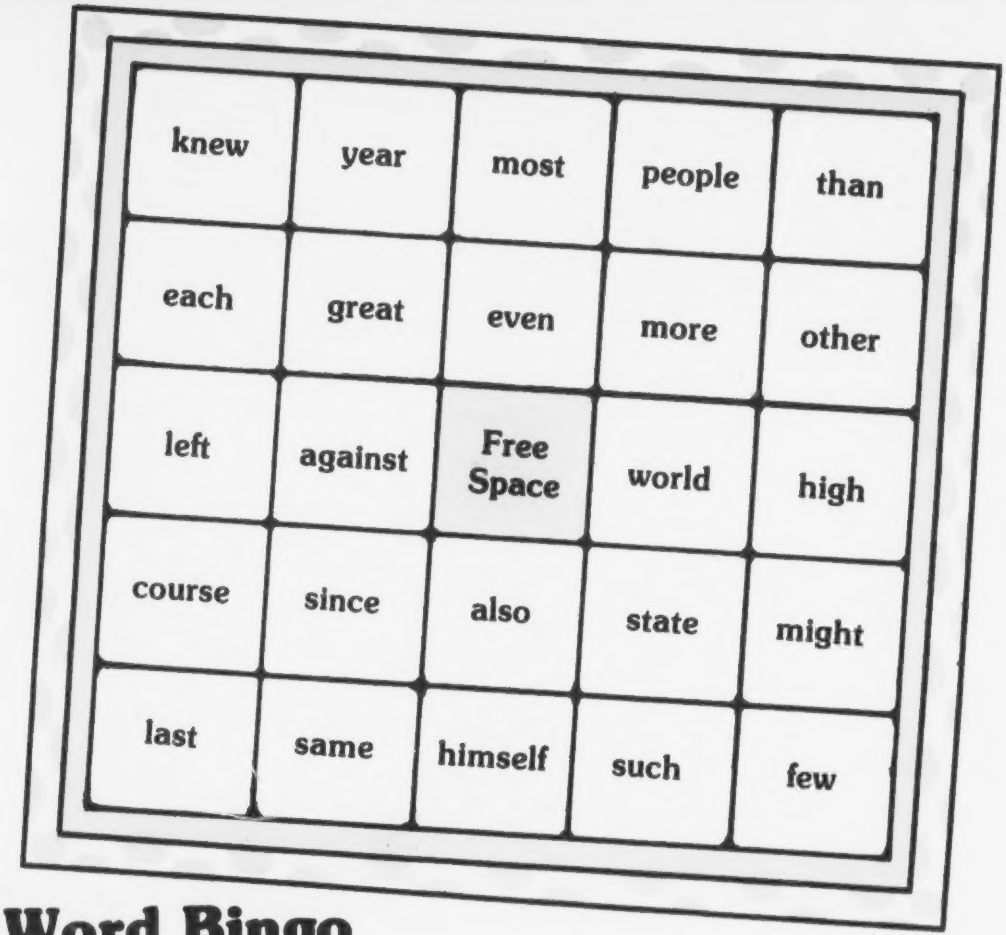
The student will practice instantly recognizing and understanding words.

Directions:

Have the student circle all words that he recognizes on the word search sheet. The words can be found horizontally, diagonally and vertically. Additional word search sheets can be obtained from newspapers, magazines and activity books.

Follow-up Activities:

1. To reinforce the student's understanding of the words he circles, have him use them in context.
2. Have students make up crossword puzzles from a list of sight words.



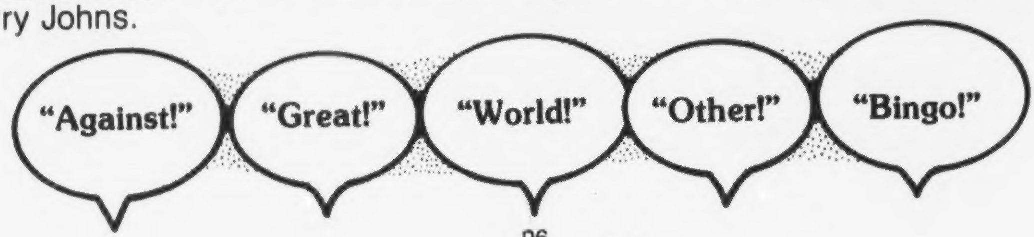
knew	year	most	people	than
each	great	even	more	other
left	against	Free Space	world	high
course	since	also	state	might
last	same	himself	such	few

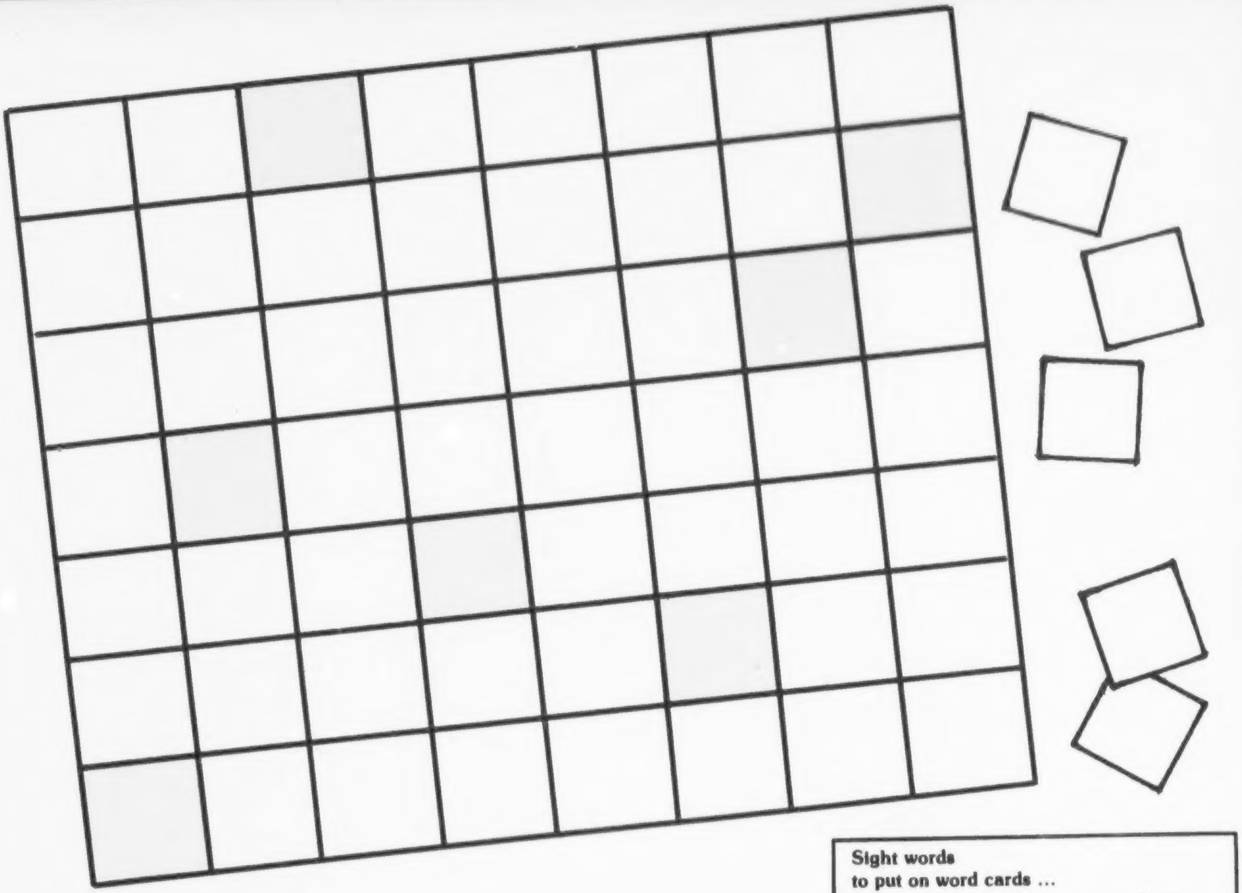
Sight Word Bingo

Skill #760

Objective:
The student will receive practice in instantly recognizing and understanding words.

Directions:
Each student is given a card with sight words on it. The words are the same on each card, but they are arranged in different patterns. The teacher draws a word card from the word card bag, calls it out and places it on the master board. Each student who recognizes that word on his card may cover it. When a student covers a horizontal or vertical line of words, he says, "Bingo!" The teacher checks the card to see if all the covered words were called. An alternate method would be to require the student to cover the entire card. The suggested sight words were taken from "A List of Basic Sight Words for Older Disabled Readers" by Jerry Johns.


"Against!"
"Great!"
"World!"
"Other!"
"Bingo!"



Word Block

Skill #760

Objective:
The student will recognize words on sight.

Directions:
Prepare two sets of word cards alike except for the color of the cards. Place one set face down in front of each player. In alternating turns, each player will draw a card from his stack, read it and, if correct, place it on the grid. If his card occupies a yellow space, he must also use the word in a sentence. If an incorrect response is given, the card is placed on the bottom of the stack, and play passes to the opponent. The first player to get five cards in a row horizontally, vertically or diagonally is the winner.

Sight words
to put on word cards ...

jump
just

keep
kind
knew
know

laugh
left
let
light
like
little
live
long
look
lost

made
make
many
may
maybe
me
met
might
more

out
over
own

pick
play
please
pretty
pull
put

ran
read
ready
ride
right
road
round
run

said
same
saw
say
see
shall
she

them
then
there
these
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try

under
up
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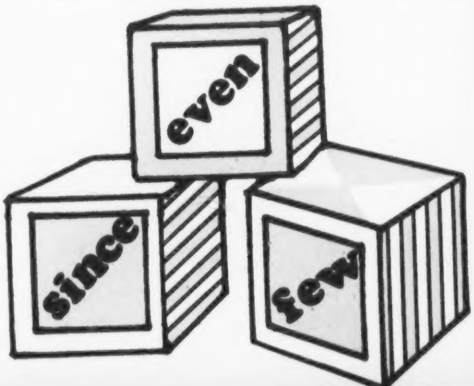
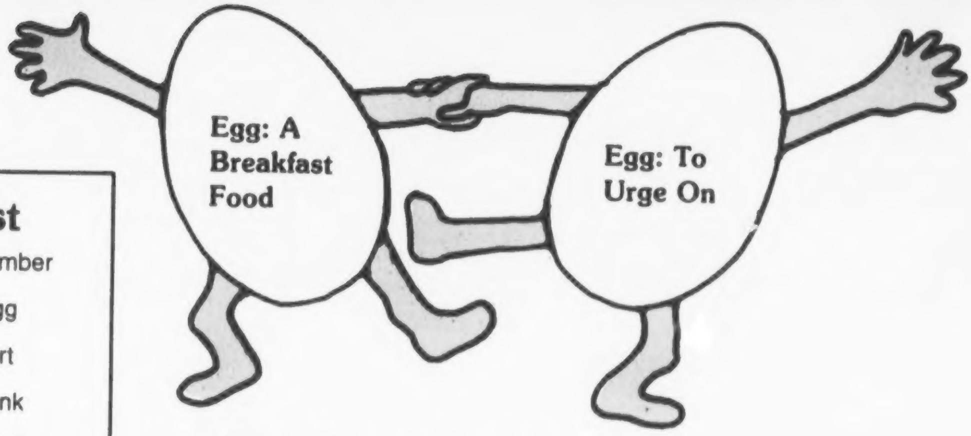
very





Word List

bust
career
baste
pride
mint
till
callous
tattoo
bolt
minute
list
angle
cob
lumber
egg
tart
rank
spell
bluff
post
pine
hamper
yarn
harp
badger

These familiar words have a second meaning which is quite different, sometimes even surprising. This activity uses the less familiar meaning of these words.

Answer Key

egg	to urge on
tattoo	a call as on a drum, trumpet, or bugle, shortly before taps
hamper	to hold back someone's progress
harp	to keep repeating the same thing
career	to move or run rapidly
angle	to fish with a hook and line
rank	having a very bad odor
badger	to bother or annoy someone
bolt	to run away quickly
pine	to yearn for or want very much
tin	where money is kept, a cash register
lumber	to walk very awkwardly
pride	a group of lions
baste	to pour sauce over roasting meat
list	to tilt to one side
callous	hard-hearted, cold and unfeeling
cob	a male swan
tart	rather sour or sharp tasting
minute	very, very small
bluff	a high cliff
bust	a statue of someone's head and shoulders
post	to mail a letter
spell	to do someone's job so he can rest
mint	where money is coined
yarn	a long involved story, not always true

Double Duty Words

Skill #780

Objective:

The student will identify heteronyms.

Directions:

Place the word meanings given on the next page onto cards. Each player chooses a number from which to start on the gameboard and is given a copy of the word list above. Have a student turn up one meaning. Each player tries to find the word on his list that matches the meaning. The player who finds the correct word first writes the word on the first blank under his number. The first player to get six words is the winner.

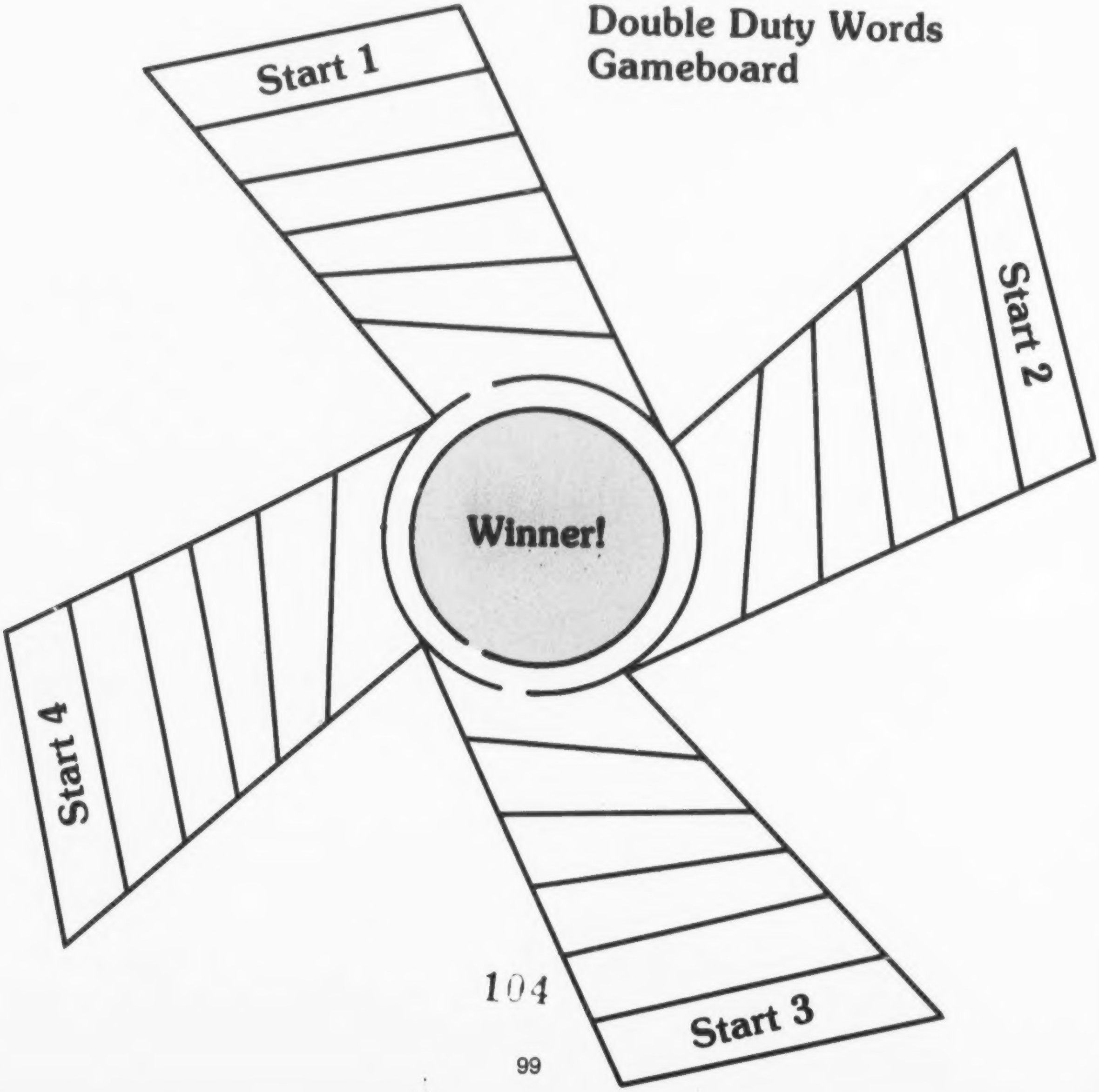
Follow-up Activities:

1. Have the student list both definitions for each word in his word list.
2. After students have defined the words, have them use the words in sentences showing both meanings.

Word Meanings

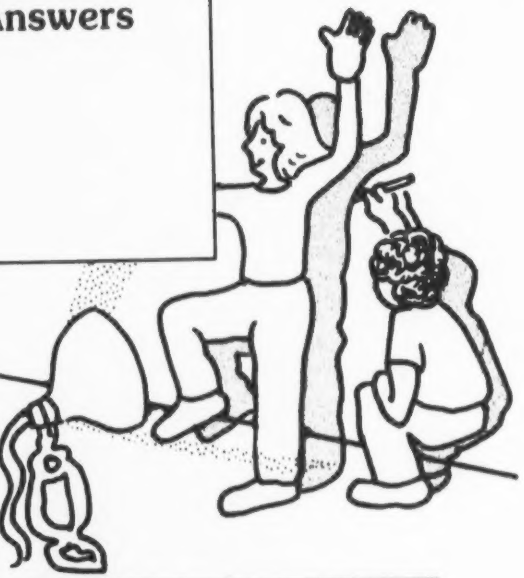
to urge on
to pour sauce over roasting meat
to tilt to one side
hard-hearted, cold and unfeeling
a male swan
rather sour or sharp tasting
very, very small
a high cliff
a statue of someone's head and shoulders
to mail a letter
to do someone's job so he can rest
where money is coined
a long involved story, not always true
a call as on a drum, trumpet, or bugle, shortly before taps
to hold back someone's progress
to keep repeating the same thing
to move or run rapidly
to fish with a hook and line
having a very bad odor
to bother or annoy someone
to run away quickly
to yearn for or want very much
where money is kept, cash register
to walk very awkwardly
a group of lions

Double Duty Words Gameboard



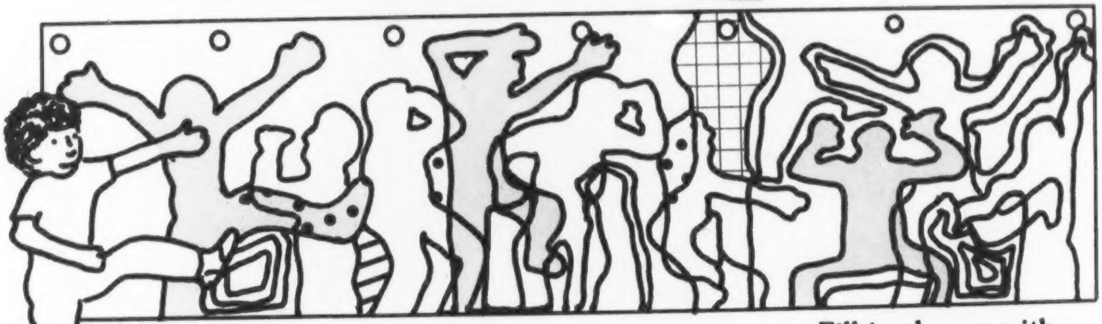
1. The students will pro/ject' their shadows onto the wall.
2. "Shady Characters" turned out to be a fun proj'/ect .
3. I gave Penny a Beatles rec'/ord for cleaning the house.
4. "Your Honor, I ob/ject' !" shouted Perry Mason.
5. The pupil of your eye will con/tract' quickly in the sunlight.
6. "I have planned the per'/fect crime," laughed Jack the Ripper.
7. This mi/nute' transistor will operate the sonic ray gun.
8. Your poem is excellent, Robert. I'd like to tape re/cord' it.
9. My favorite sub'/ject in college was basket weaving.
10. After the accident, Cynthia was a helpless in'/va/lid .
11. Look at my beautiful emerald ring. It was a birthday pres'/ent .
12. When I per/fect' my invention, I will be wealthy and famous.
13. If I had ten million dollars, I could be quite con/tent' .
14. Don't sign that con'/tract until you have talked to a lawyer.
15. I can type 60 words a min'/ute (with 75 errors).
16. The con'/vict overpowered the guard and escaped.
17. The con'/tent of Aunt Sadie's diary was shocking!
18. The governor will crown the queen and pre/sent' her with a check.
19. I am sorry to sub/ject' you to all this suffering and trouble.
20. Your driver's license is in/val'/id , Sam. It expired last month.
21. Aunt Effie left me this valuable jade ob'/ject .
22. When they hear my testimony, the jury will con/vict' Herman.

Sentences And Answers



Words To Be Used ...

1. record
2. object
3. contract
4. perfect
5. minute
6. subject
7. invalid
8. present
9. content
10. project
11. convict



Fill in shapes with colors and patterns.

A Shady Accent

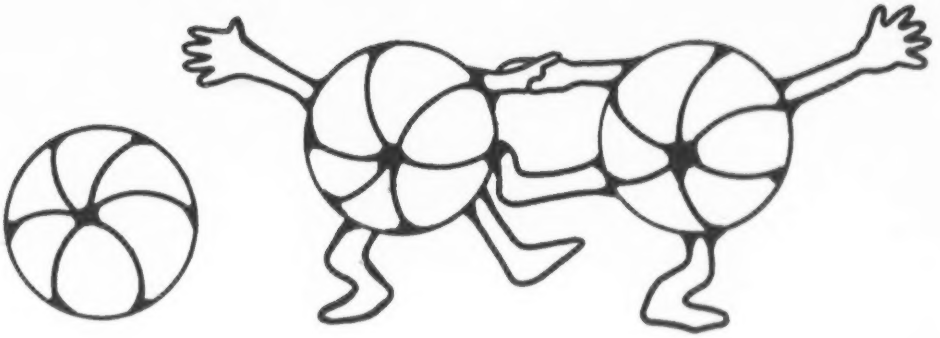
Skill #780

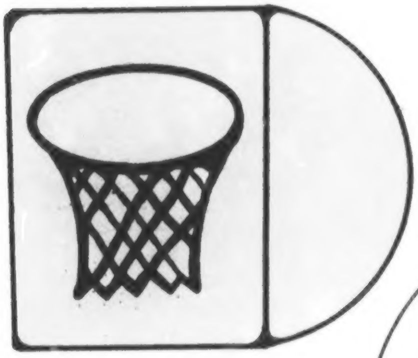
Objective:

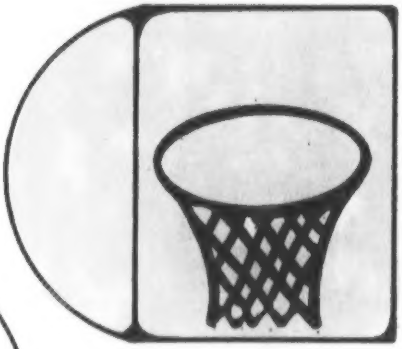
The student will use words whose meanings change with a shift in accent.

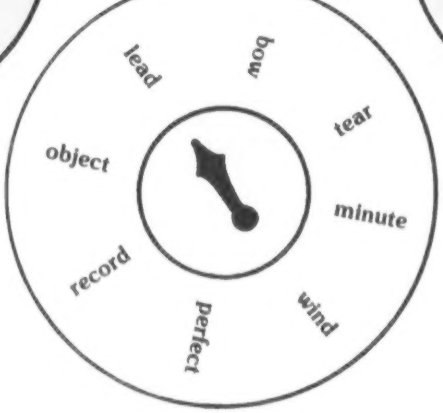
Directions:

Each word in the list above can have two different meanings depending on the placement of the accent. Divide the students into two teams and write the sentences shown on the chalkboard. In alternating turns, have a player from each team choose a word from the list and write it in the blank showing the division of syllables and the accent mark. A point is scored for each correct response. For added fun, when the game is over, allow the students to adapt sentence #1 into a class activity as shown in the example.









Double Dribble

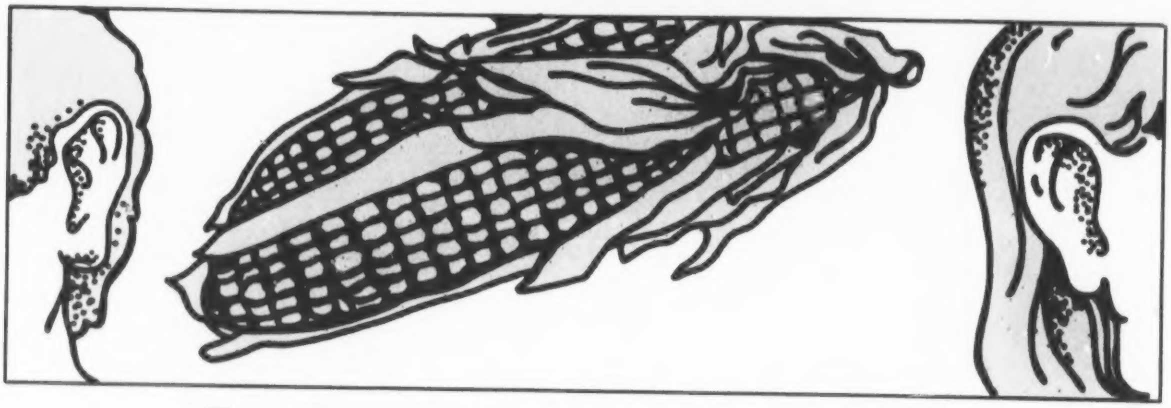
Skill #780

Objective:
The student will use words
that are spelled the same but have different meanings according to usage.

Directions:
Heteronyms are "look alike" words that have different pronunciations and totally unrelated meanings; for example, "wind" meaning to twist and "wind" meaning air in motion. Have the student spin the arrow to a word and use it in context illustrating its different usages. If two correct responses are given, that player "dunks a basketball" and scores two points. The first player to score ten points is the winner.

Follow-up Activities:

1. Provide students with magazines or newspapers. Have each student find as many pairs of heteronyms as he can in a specified period of time.
2. Read a sentence that contains a heteronym. Have the student identify the heteronym and then use it in a different context showing another meaning.



Ear: An organ of hearing; a corn plant

We're All Ears

Skill #780

Objective:

The student will identify words that are spelled the same but have different meanings according to usage.

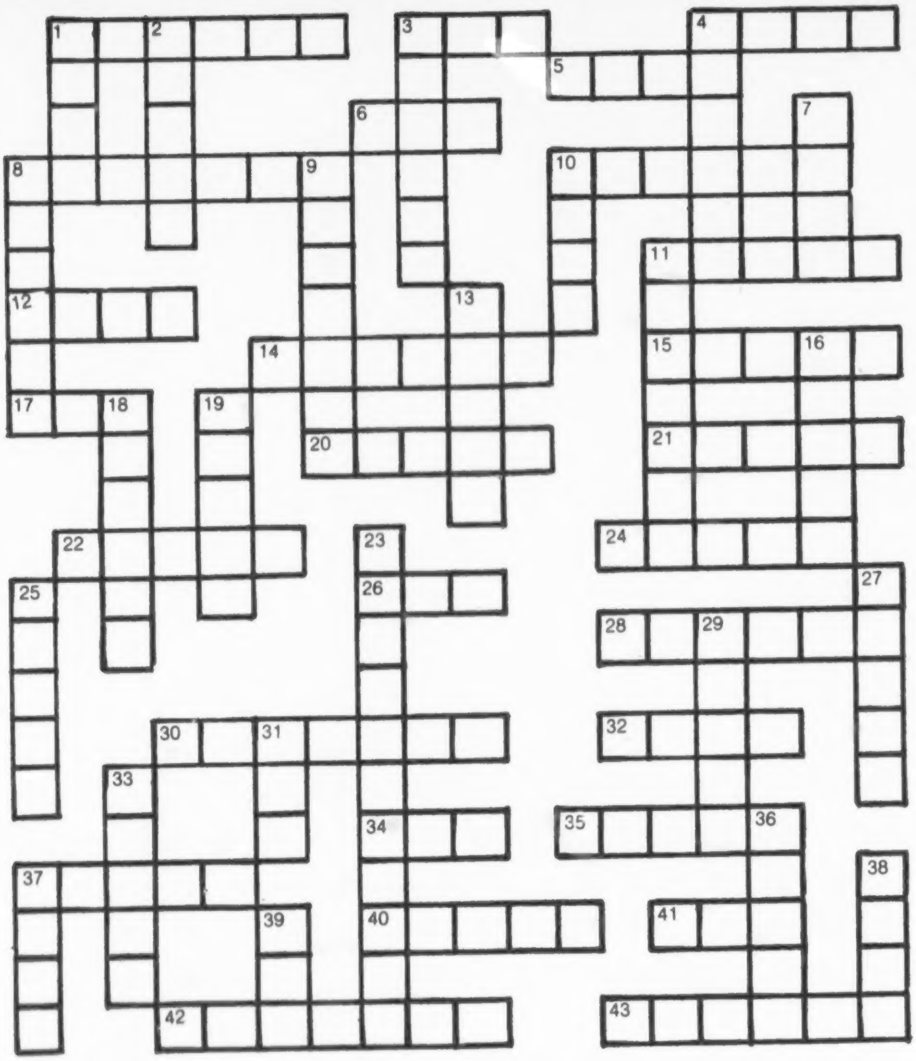
Directions:

Write the meanings given on the next page on separate strips of paper. Place the "across" strips in one box and the "down" strips in another. Divide students into two teams. In alternating turns, one member from each team draws a strip from the "across" box, read the definition to himself and writes the correct word in the crossword puzzle. If the student gets the correct word on the first try, the team receives three points. If the student does not answer correctly, he passes it to another member of his team. The team receives two points if the second player answers correctly. Both teams draw from the "across" box until all strips have been used and then proceed to the "down" box. The team that has more points when the crossword puzzle is finished wins.

Answer Words

act
alley
ball
base
basket
baste
bat
batter
battery
bound
can
canteen
carts
cast
center
chest
concentrate
cook
dash
dates
deliver
double
drag
duster
ear
field
harry
iron
jacket
jar
note
out
pass
pitcher
plate
press
prune
purses
range
record
rhubarb
signs
stage
stall
tackle
tag
tip
track
train
yield

We're All Ears

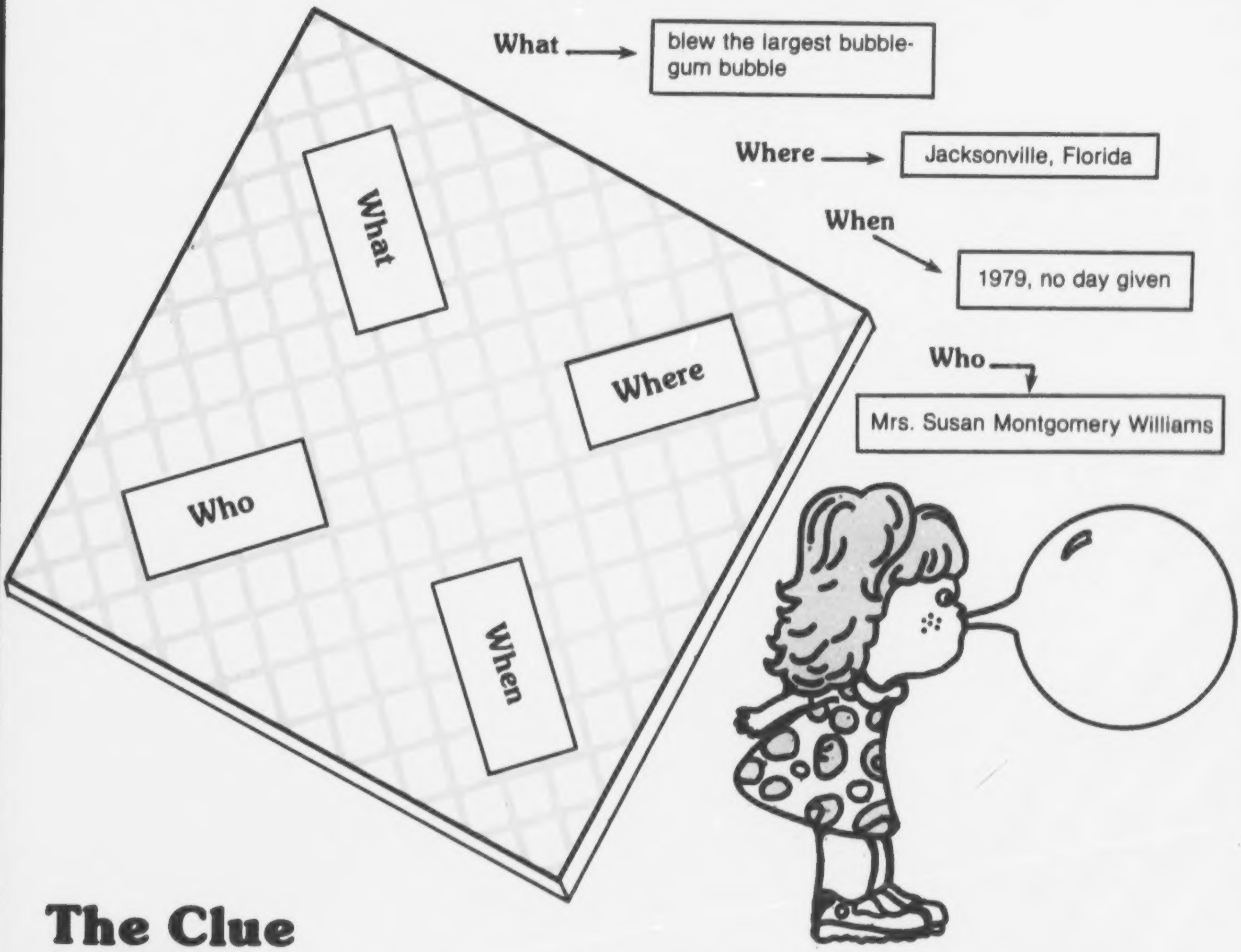


ACROSS

1. used to make cakes; one who bats
3. a glass container; a sudden shock
4. throw a fishing line; actors in a play
5. symbol used in music; a short message
6. do or behave; main division of a play
8. carry and give out; pitch a baseball
10. one who dusts; a long protective coat
11. dried sweet plum; trim trees
12. the baseball itself; not a strike
14. fishing equipment; stop a runner
15. rail for cars; course for racing
17. organ of hearing; part of corn plant
20. pour melted fat on while roasting; sew loosely
21. a boy's name; keep bothering
22. spring lightly along; tied with ropes
24. a steady push; machine for printing
26. not in; no longer at bat
28. basketball score; container for waste paper
30. power for flashlight; pitcher and catcher
32. pull heavily; type of race with cars
34. turn over; a useful hint
35. farmer plows one; to catch a ball
37. container for treasure; where the lungs are
40. narrow back street; place for bowling
41. night-flying animal; a wooden stick or club
42. water container; military store
43. sums of money in contests; handbags

DOWN

1. first, second or third; a foundation
2. get in shape; line of railroad cars
3. short coat; paper cover of a book
4. a basketball player; the middle
7. a common metal; to smooth out wrinkles
8. twice as much; look like another
9. sour-tasting plant; an argument
10. salt measurement; a short race
11. container for water; ball thrower
13. usually round, flat dish; home base
16. two-wheeled vehicles; carries off
18. the best yet; a phonograph disk
19. signals; writes his name
23. make liquids thicker and stronger; think hard on a problem
25. land for grazing animals, a cookstove
27. coach used in the Old West; actor's platform
29. place for one animal; to stop
31. children's game; attach a card to
33. to give way; the amount produced
36. sweet fruits; social appointments
37. prepare food; one who prepares food
38. narrow path; throw a football forward
39. metal container; is able to do


What
Where
Who
When
What
blew the largest bubble-gum bubble
Where
Jacksonville, Florida
When
1979, no day given
Who
Mrs. Susan Montgomery Williams

The Clue Is Who

The largest bubble blown measured 19 1/2 inches in diameter, created by Mrs. Susan Montgomery Williams of Fresno, California, in a contest held in Jacksonville, Florida in 1979. Measurement was on a horizontal rather than a vertical basis, to eliminate any elongation due to gravity.

Skill #800

Objective:

The student will identify who, what, when and where.

Directions:

The twenty-four answer cards shown on the next page are dealt among the players. After one of the Guinness record cards is read, each player has an opportunity to play all of his answer cards that match that record. The player holding the "who" answer card plays first, and play continues to the left. If a player plays an incorrect card, he must keep that card and draw one from the player on his right. When "who," "what," "when" and "where" have been answered, the next record card is read. The player who plays his last answer card first is the winner.

The Clue Is Who

Guinness Record Cards

The greatest number of dominoes set up single-handed and toppled in a row is 169,713 by Michael Cairney, 23, of London, England at the Mid-Hudson Civic Center, Poughkeepsie, NY, June 9, 1979. The dominoes, stretching 4.3 miles, fell at 2 1/4 mph, after taking Cairney 13 days to set up.

Poughkeepsie, New York

Michael Cairney

June 9, 1979

set up and toppled the greatest number of dominoes in a row

Answer Cards

threw and caught a fresh hen's egg 350 feet

William Cole and Jonathan Heller

March 17, 1979

Central Park, New York

The longest recorded distance for throwing a fresh hen's egg and catching it without breaking is 350 ft. on their 58th try by William Cole and Jonathan Heller in Central Park, NYC, March 17, 1979.

ate 20 3/4 hamburgers in 30 minutes

February 8, 1979

Alan Peterson

Long View, Washington

On February 8, 1979, in Longview, Washington, Alan Peterson ate 20 3/4 hamburgers in 30 minutes. Each hamburger weighed 3 1/2 ounces, totaling 4 1/2 pounds of meat.

June 22-July 7, 1980

The endurance record for riding on a roller coaster is 368 hours by Jim King at the Miracle Strip Amusement Park, Panama City, Florida, June 7, 1980. He covered a distance of 10,425 miles.

rode a roller coaster for 368 hours

Jim King

Panama City, Florida

Rena Clark and Jeff Block

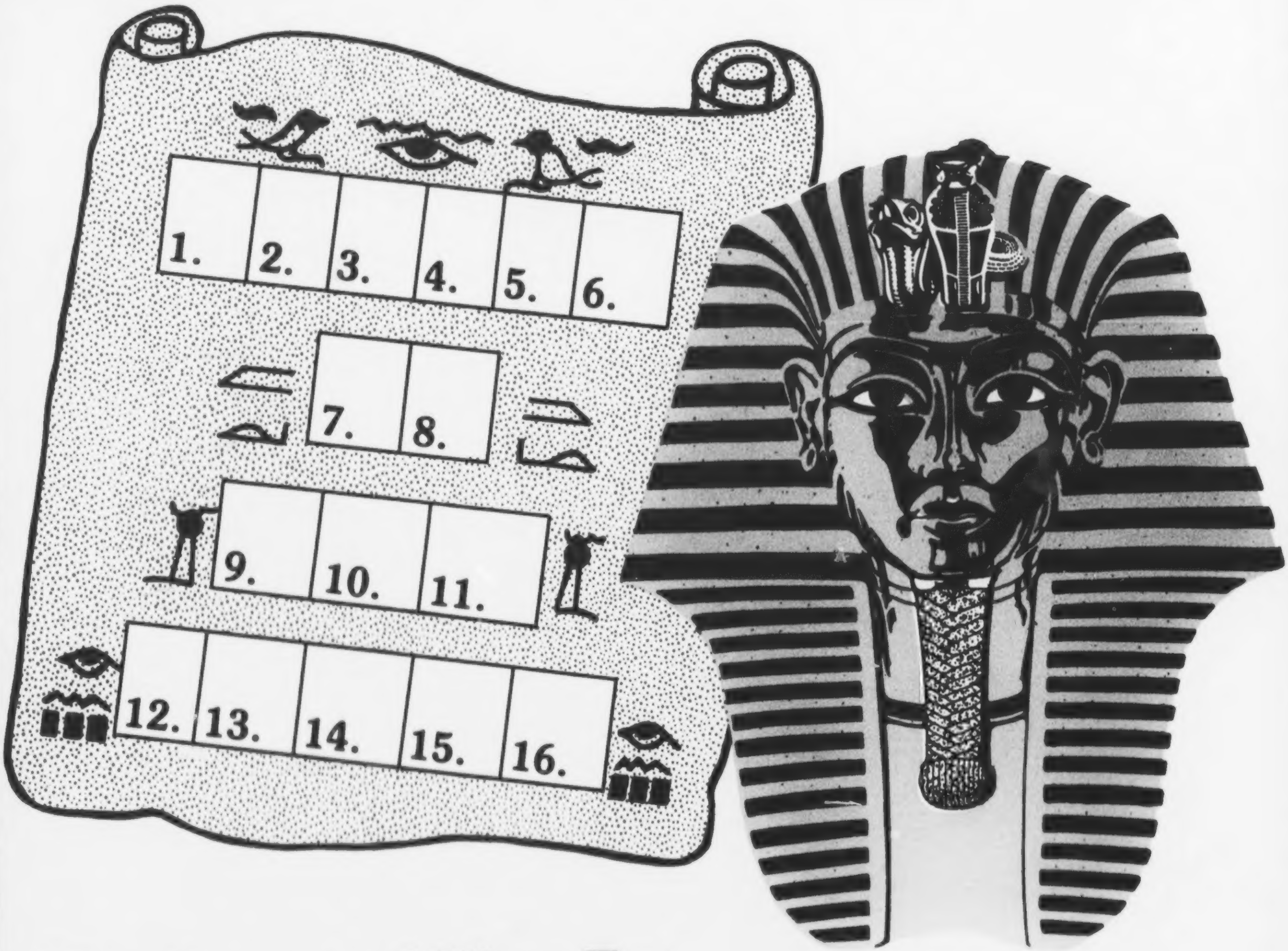
rode a ferris wheel for 37 days

Guinness Record Card

The endurance record for ferris wheel riding is 37 days by Rena Clark and Jeff Block at Frontier Village Amusement Park, San Jose, California, July 1-August 7, 1978.

July 1-August 7, 1978

San Jose, California



The Secret of King Tut

Skill #800

Objective:
The student will identify who, what, when, where, why and how.

Directions:
Have the student work the puzzle shown to find out where in Egypt King Tut is buried. He must read each sentence about Egyptian history and determine which of the questions, who, what, when, where, why or how, the underlined word or phrase answers. He must circle the correct letter and then write it in its corresponding box on the scroll to spell out the answer.

Follow-up Activities:

1. Have each student use the same letter chart and procedures as in the activity to chart a secret message.
2. Have the students exchange messages to decode.

Circle letters here.

	who	what	where	when	why	how
1.	D	H	V	M	P	F
2.	S	N	D	W	R	A
3.	E	L	A	R	Y	S
4.	L	K	H	M	B	F
5.	J	O	T	E	Y	G
6.	N	Y	D	A	W	U
7.	I	K	C	O	L	M
8.	D	E	H	T	F	R
9.	T	Y	B	C	I	N
10.	O	R	H	U	S	E
11.	E	D	J	W	Y	F
12.	C	O	K	A	L	T
13.	R	I	Y	P	N	G
14.	M	E	O	B	K	N
15.	T	S	L	A	G	I
16.	C	W	D	H	S	V

1. A gold mask was found among the treasures in King Tut's tomb.
2. Egyptians made the world's first convenient writing material by using papyrus plants to make paper.
3. The Great Sphinx was carved out of solid rock.
4. Nefertiti is one of the best known Egyptian queens because she was depicted in a limestone bust.
5. During Akhenaton's reign, the Egyptians began calling their kings pharoah.
6. Cats were considered sacred in ancient Egypt.
7. The Egyptian Empire reached its height during the reign of King Thutmose III.
8. Thousands of workers toiled for years to build the pyramids as tombs for kings.
9. Osiris was the god of vegetation and later became the god of the dead.
10. The Egyptians built three gigantic pyramids at Gizeh.
11. The dynasty known as Ptolemies ended with the death of Cleopatra.
12. Large-scale irrigation projects were built along the Nile.
13. Egyptians devised a 365-day calendar.
14. The ancient Egyptians traded by bartering.
15. Egyptian women wore heavy black wigs for protection against the heat.
16. Egypt was called "the gift of the Nile" because flood waters deposited rich, black soil on the land.

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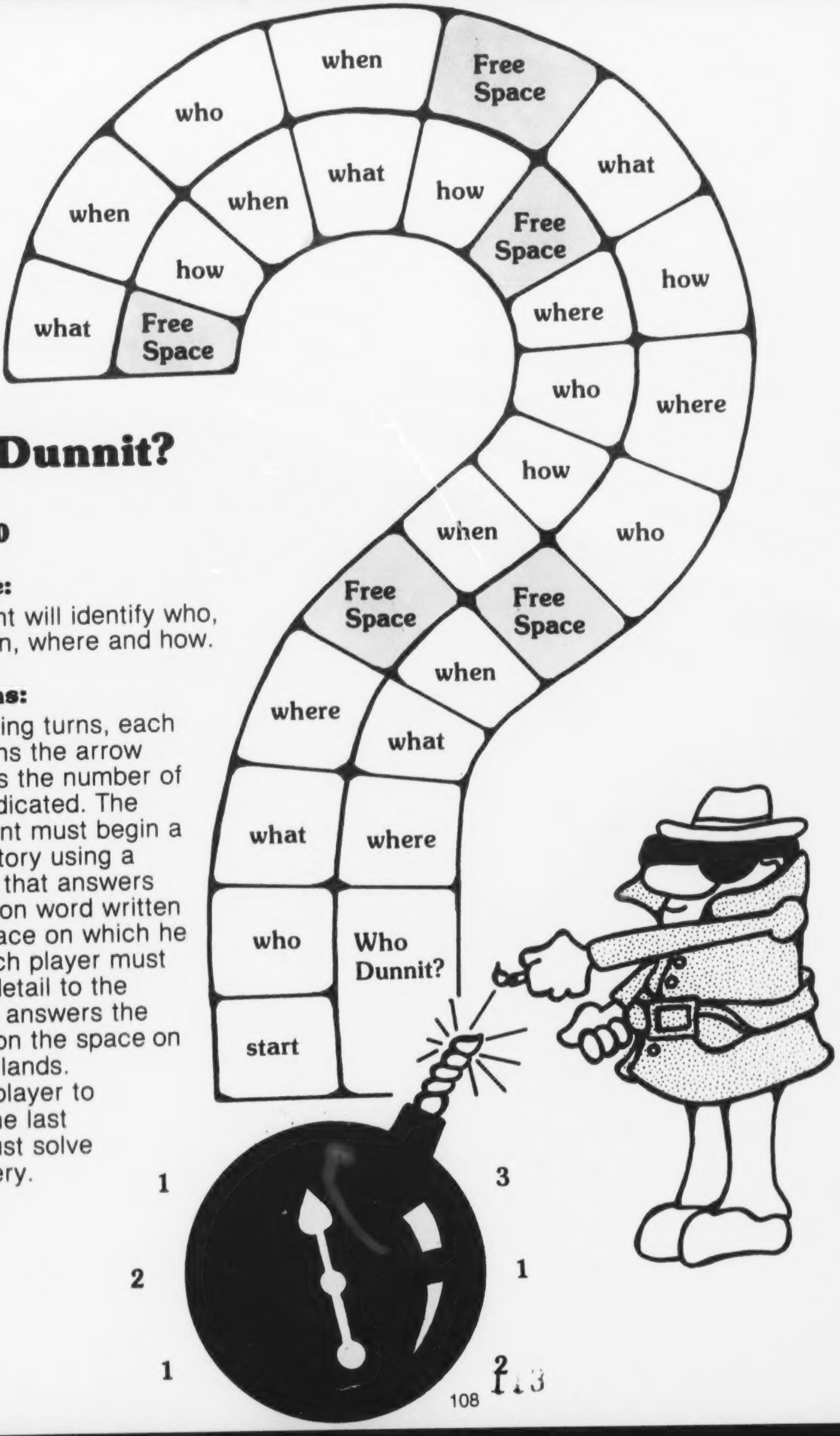
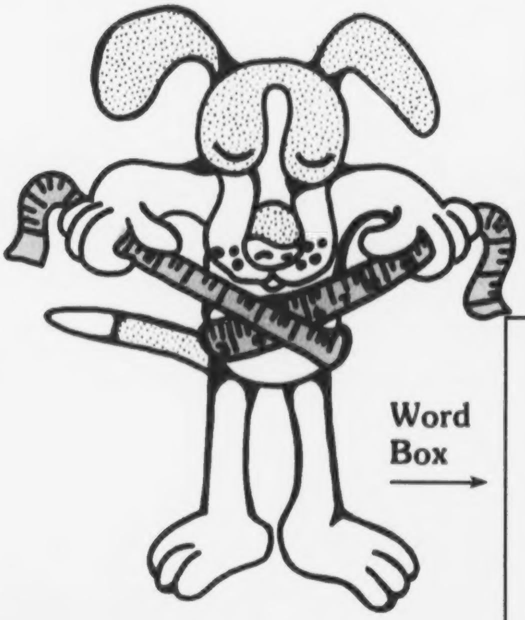

start
who
what
where
Free Space
when
how
who
where
Free Space
how
what
when
how
Free Space
Who Dunnit?
where
what
when
Free Space
who
where
how
what
Free Space
when
who
when
what
1
3
2
1
1
2

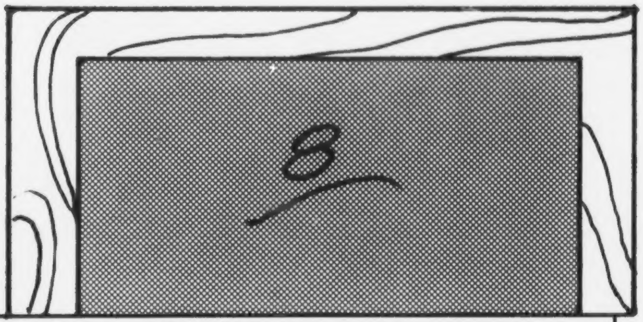
Who Dunnit?

Skill #800

Objective:
The student will identify who, what, when, where and how.

Directions:
In alternating turns, each player spins the arrow and moves the number of spaces indicated. The first student must begin a mystery story using a beginning that answers the question word written on the space on which he lands. Each player must add one detail to the story that answers the question on the space on which he lands. The first player to occupy the last space must solve the mystery.





Word Box →

dash
scrub
hurdle
chew
grasp
stab
measure
leap

taste
chop
chuckle
pitch
snicker
slice
gauge
feel

giggle
sprint
clutch
shampoo
gobble
hop
hug
toss

determine
pat
brush
hurl
jog
bathe

1. wash ________ ________ ________
2. jump ________ ________ ________
3. hold ________ ________ ________
4. laugh ________ ________ ________
5. run ________ ________ ________
6. eat ________ ________ ________
7. cut ________ ________ ________
8. mete ________ ________ ________
9. touch ________ ________ ________
10. throw ________ ________ ________

Synonym Pantomime

Skill #820

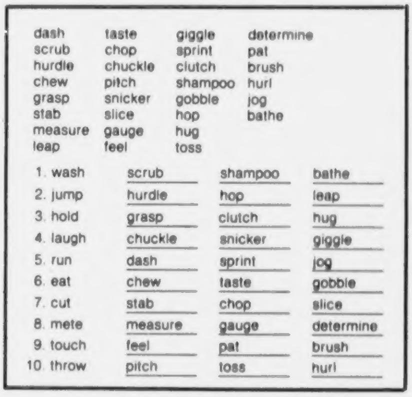
Objective:

The student will identify synonyms.

Directions:

In the word box are three synonyms for each of the ten words listed. Have the student write the synonyms in the three blanks beside each word. After the students have completed this, have them play "Synonym Pantomime." To play, have one student write the number of the word he wants to pantomime on the board. He then acts out one of the synonyms and has the other students guess which one it is.

Answer Sheet



dash
scrub
hurdle
chew
grasp
stab
measure
leap

taste
chop
chuckle
pitch
snicker
slice
gauge
feel

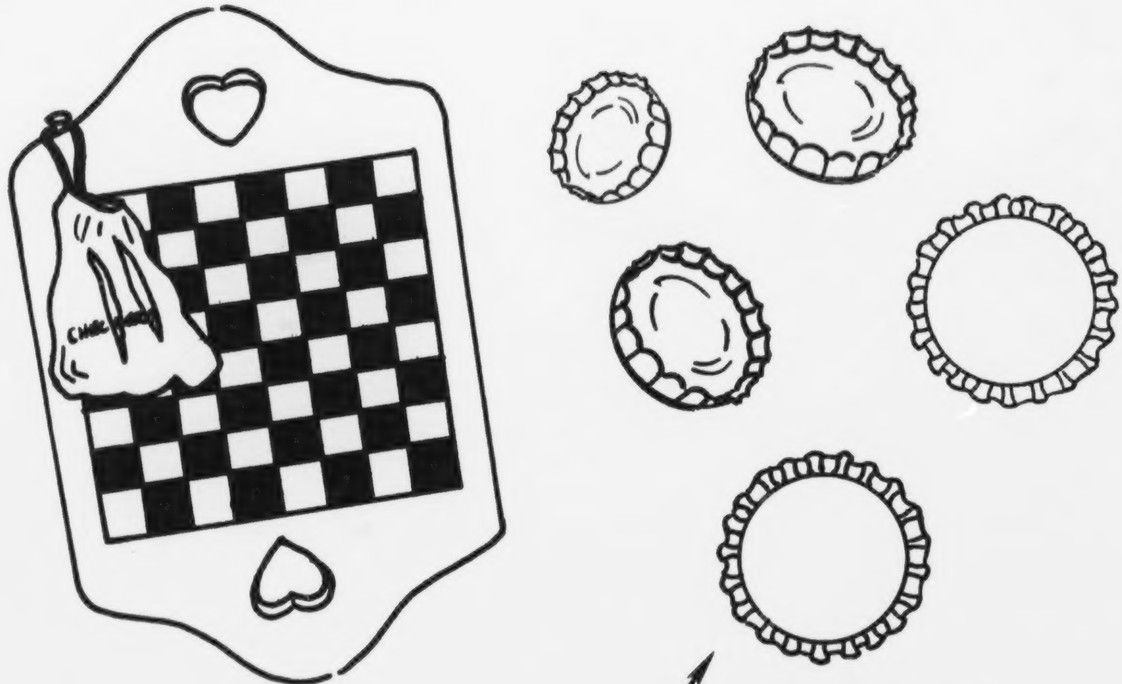
giggle
sprint
clutch
shampoo
gobble
hop
hug
toss

determine
pat
brush
hurl
jog
bathe

1. wash	scrub	shampoo	bathe
2. jump	hurdle	hop	leap
3. hold	grasp	clutch	hug
4. laugh	chuckle	snicker	giggle
5. run	dash	sprint	jog
6. eat	chew	taste	gobble
7. cut	stab	chop	slice
8. mete	measure	gauge	determine
9. touch	feel	pat	brush
10. throw	pitch	toss	hurl

Follow-up Activities:

1. Have the students play synonym "Pass Word." One student selects one of the ten words from the activity and thinks of a synonym. He may give one-word clues until someone guesses the word.
2. Group the students in pairs to play "Tic-Tac-Toe" using synonyms. To win, a player must get three synonyms in a row.



Spray painted Coke
bottle tops serve
as playing pieces.

Synonym Checkers

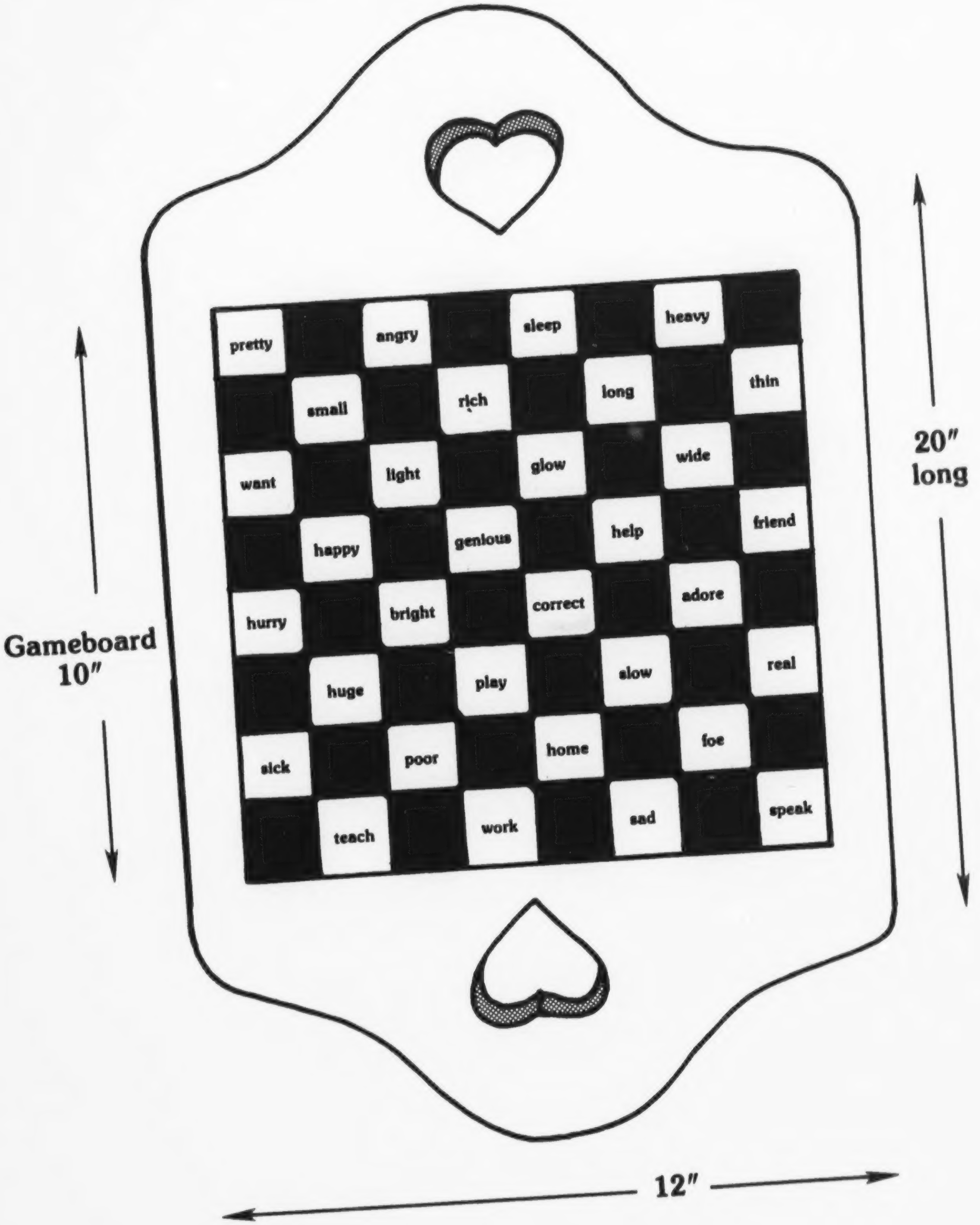
Skill #820

Objective:
The student will identify synonyms.

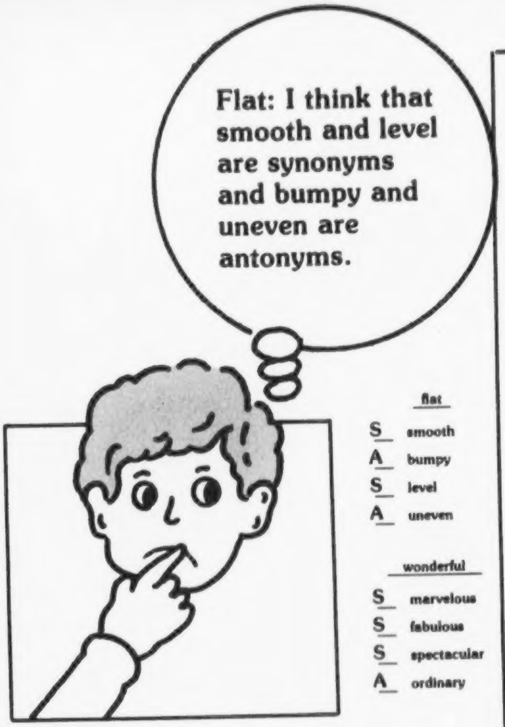
Directions:
This activity is played like the traditional game of "Checkers." In each move, the student must give a synonym for the word on each square his checker touches. A dictionary may be used to check or find answers.

Follow-up Activities:

1. Have the students use the checkerboard to play "Tic-Tac-Toe." In alternating turns, each player may place a bottle cap on one space containing a word for which he can name a synonym. The object is to cover a vertical or horizontal row of four spaces.
2. Write pairs of synonyms in random order on the checkerboard, one word to each space. Cover all spaces with bottle caps and have the players play "Concentration." In each turn, each player may uncover two words. If he has uncovered a pair of synonyms, he keeps the bottle caps. The player with the most bottle caps at the end of the game is the winner.


pretty
angry
sleep
heavy
small
rich
long
thin
want
light
glow
wide
happy
genious
help
friend
hurry
bright
correct
adore
huge
play
slow
real
sick
poor
home
foe
teach
work
sad
speak
Gameboard
10″
20″
long
12″

The checkerboard is cut from tri-wall.


Flat: I think that smooth and level are synonyms and bumpy and uneven are antonyms.

flat
S_ smooth
A_ bumpy
S_ level
A_ uneven

wonderful
S_ marvelous
S_ fabulous
S_ spectacular
A_ ordinary

dangerous
S_ unsafe
A_ harmless
S_ risky
A_ safe

clean
A_ polluted
S_ pure
A_ impure
S_ spotless

strong
S_ sturdy
S_ powerful
A_ weak
A_ frail

happy
S_ pleased
A_ sad
A_ miserable
S_ glad

fearless
A_ alarmed
A_ frightened
A_ afraid
S_ bold

interesting
A_ dull
S_ fascinating
A_ boring
S_ attractive

excited
S_ eager
S_ enthusiastic
A_ peaceful
A_ calm

mild
S_ soft
A_ rough
A_ harsh
S_ gentle

important
S_ necessary
A_ valuable
A_ unimportant
A_ trivial

start
A_ stop
S_ begin
A_ finish
A_ end

right
S_ correct
S_ proper
A_ wrong
S_ accurate

old
A_ recent
A_ new
S_ ancient
A_ young

break
A_ repair
S_ shatter
A_ mend
S_ smash

bright
S_ vivid
A_ dim
A_ dull
S_ clear

quiet
S_ silent
S_ soundless
A_ noisy
S_ still

cold
S_ icy
A_ sweltering
S_ cool
A_ hot

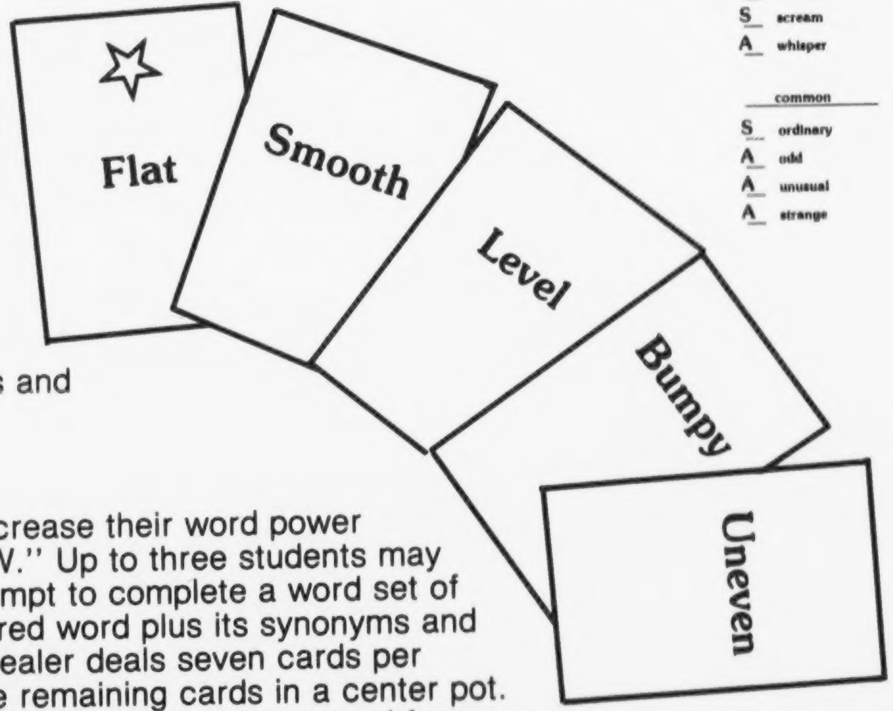
shout
S_ yell
S_ shriek
S_ scream
A_ whisper

common
S_ ordinary
A_ odd
A_ unusual
A_ strange

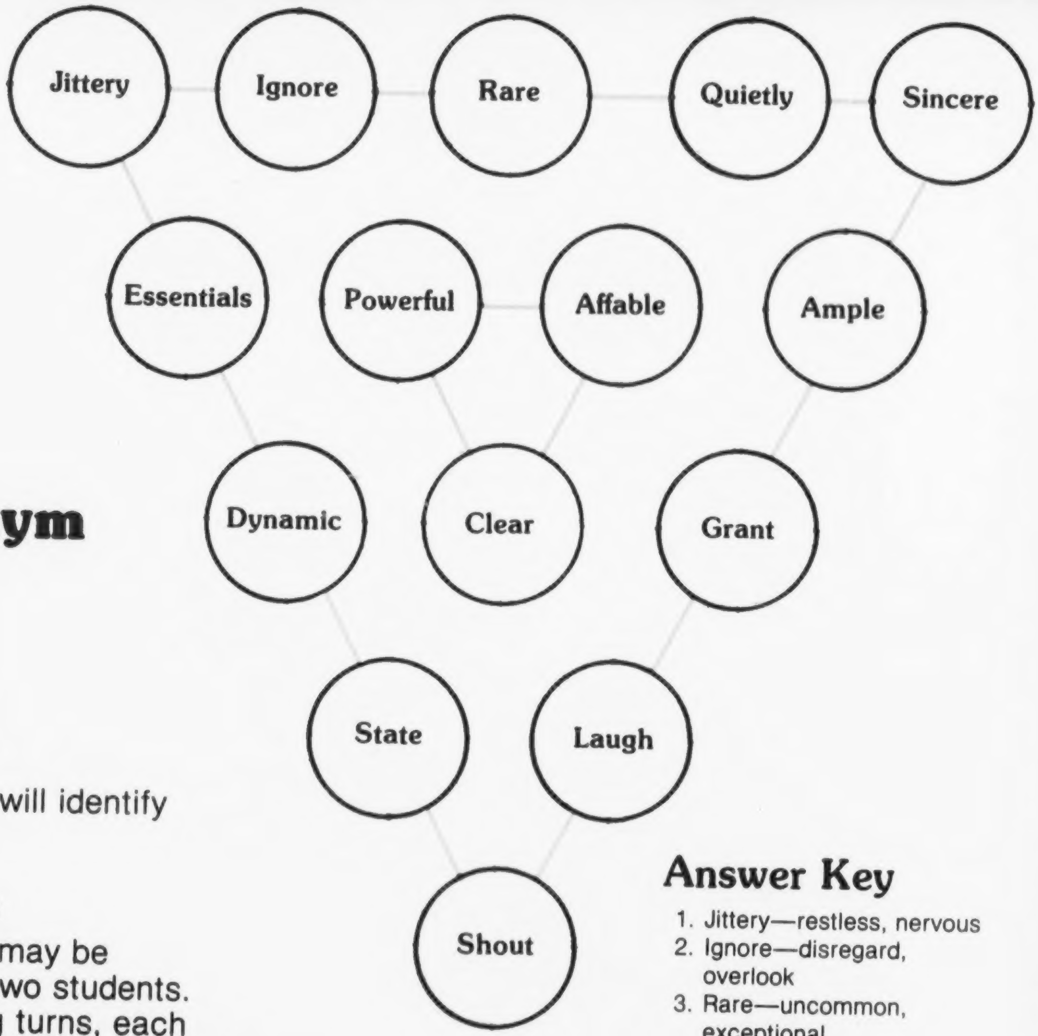
Power of Words

Skill #820

Objective:
The student will identify synonyms and antonyms.



Directions:
Have students increase their word power by playing "P.O.W." Up to three students may play. Players attempt to complete a word set of five cards (a starred word plus its synonyms and antonyms). The dealer deals seven cards per player leaving the remaining cards in a center pot. Play begins with one player drawing a card from the person on his left or from the pot. Play continues until all sets are complete. The student must identify which words are synonyms and which are antonyms when he lays his set down. The player with the most sets is the winner.



Synonym Slide

Skill #820

Objective:

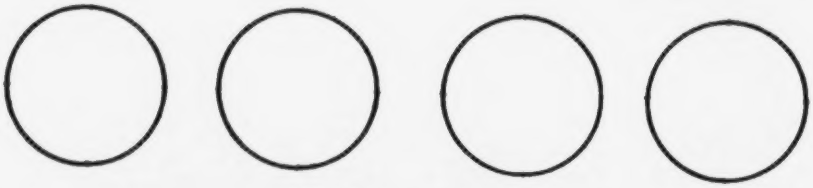
The student will identify synonyms.

Directions:

This activity may be played with two students. In alternating turns, each player places his chips on the four circles at the bottom of the activity board. Each player flicks all four chips to land on the circles with words written on them. A chip touching any part of one circle is worth one point if the player can give the word's synonym. If a chip is touching more than one circle, the player may earn points for each touched circle if he can give a correct synonym. Each time a circle is played, a different synonym must be given.

Answer Key

1. Jittery—restless, nervous
2. Ignore—disregard, overlook
3. Rare—uncommon, exceptional
4. Quietly—silently, noiselessly
5. Sincere—honest, frank
6. Essentials—needs, necessities
7. Powerful—convincing, influential
8. Affable—cordial, friendly, sociable
9. Ample—plentiful, abundant
10. Dynamic—forceful, energetic
11. Clear—transparent
12. Grant—give
13. State—remark, comment
14. Laugh—chuckle, giggle
15. Shout—scream, bellow



Keep That Silly Word Under Your Hat

Skill #840

Objective:

The student will use comparison/contrast as a clue to word meaning.

Directions:

Prepare twenty hat cards with each having one of the sentences on page 116. Each of these sentences will mention some type of hat. Prepare twenty-five cards with the phrases on page 116. Each of these phrases defines a silly word. Place both stacks on the appropriate place on the gameboard. In alternating turns, each player throws a die and moves the number of spaces indicated. If he lands on a single star space, he draws a "hat" card. If he lands on a double star space, he draws a "silly" word card. He must read the card and find the word that matches it on the gameboard. If he is correct, he puts a large "X" on the square with a marker designated as his color. When all cards have been played, the student claiming the most squares wins.

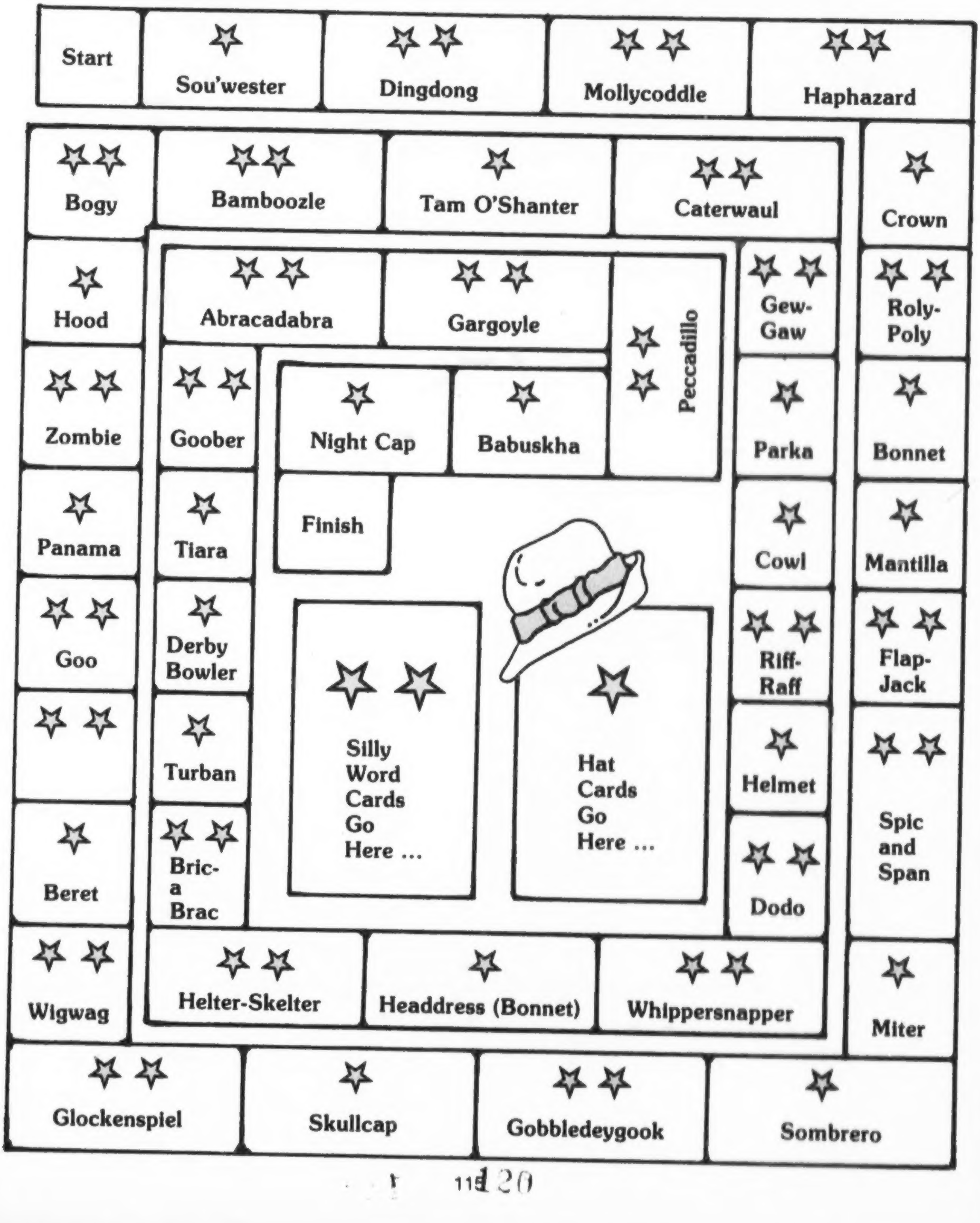
Answer Key For Silly Words

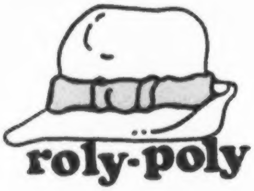
1. spick-and-span	nice and clean
2. abracadabra	word used in casting a magic spell
3. haphazard	with no plan
4. peccadillo	a small fault
5. dodo	a wingless, extinct bird
6. mollycoddle	to pamper or baby
7. whippersnapper	a young, inexperienced fellow
8. goo	a thick syrupy liquid
9. pow-wow	a meeting or get-together
10. zombie	a dead person able to walk about
11. glockenspiel	a musical instrument
12. roly-poly	short and fat
13. wigwag	to move back and forth
14. dingdong	the sound a bell makes
15. gargoyle	an ugly face carved on a building
16. bamboozle	to cheat or fool
17. goober	a peanut
18. riff-raff	low, uneducated people
19. gewgaw	a pretty, but worthless decoration
20. bric-a-brac	small figurines, etc.
21. gobbledeygook	meaningless, confused talk
22. helter-skelter	this way and that
23. caterwaul	loud, ugly noise like a cat makes
24. bogy	a frightening, but imaginary creature
25. flapjack	a pancake

Answer Key For Hats

1. Any senorita would look lovely in a lace scarf. mantilla
2. Only a Scotsman looks right in this little cap. Tam o' shanter
3. This is a dangerous assignment, Max; be sure to wear protective headgear. helmet
4. Mohammed quickly wound the long, scarf around his head. turban
5. The little cap would scarcely keep you warm outdoors. skullcap
6. A storm is blowing up, Cap'n Ahab, hand me my rain hat. sou'wester
7. Ned's light straw hat blew away in the brisk March wind. Panama
8. Grandpa Sam still wears that old-fashioned thing to bed. nightcap
9. Just wear your old gray one with the blue ribbons on it. bonnet
10. Abigail wore a small jewelled headpiece to the senior ball. tiara
11. Poor King John! He must have a terrific headache. crown
12. Pierre, the French artist, always wears a little cap when he paints. beret
13. Jose's fancy cowboy hat was very expensive. sombrero
14. The monk's face is nearly hidden by his hood. cowl
15. Nanook, the Eskimo, bundled up in his warmest clothes. parka
16. Bishop Armstrong wore his special tall hat for the ceremony. miter
17. The old peasant woman tied a scarf about her head. babushka
18. Thurman wore a snappy round felt hat to the horse race. derby bowler
19. The collar of my coat unfolds into a head covering. hood
20. Chief Sitting Bull wore his finest feathers to the pow-pow. headdress (bonnet)

Keep That Silly Word Under Your Hat Gameboard

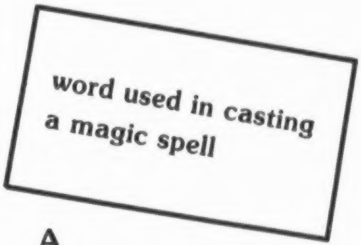

Start
☆ Sou'wester
☆☆ Dingdong
☆☆ Mollycoddle
☆☆ Haphazard
☆ Crown
☆☆ Roly-Poly
☆ Bonnet
☆ Mantilla
☆☆ Flap-Jack
☆☆ Spic and Span
☆ Miter
☆ Sombrero
☆☆ Gobbledeygook
☆ Skullcap
☆☆ Glockenspiel
☆☆ Wigwag
☆ Beret
☆☆
☆☆ Goo
☆ Panama
☆☆ Zombie
☆ Hood
☆☆ Bogy
☆☆ Bamboozle
☆ Tam O'Shanter
☆☆ Caterwaul
☆☆ Gew-Gaw
☆ Parka
☆ Cowl
☆☆ Riff-Raff
☆ Helmet
☆☆ Dodo
☆☆ Whippersnapper
☆ Headdress (Bonnet)
☆☆ Helter-Skelter
☆☆ Bric-a-Brac
☆ Turban
☆ Derby Bowler
☆ Tiara
☆☆ Goober
☆☆ Abracadabra
☆☆ Gargoyle
☆☆ Peccadillo
☆ Babuskha
☆ Night Cap
Finish
☆☆ Silly Word Cards Go Here ...
☆ Hat Cards Go Here ...



Keep That Silly Word Under Your Hat

Phrases To Go On "Silly" Word Cards

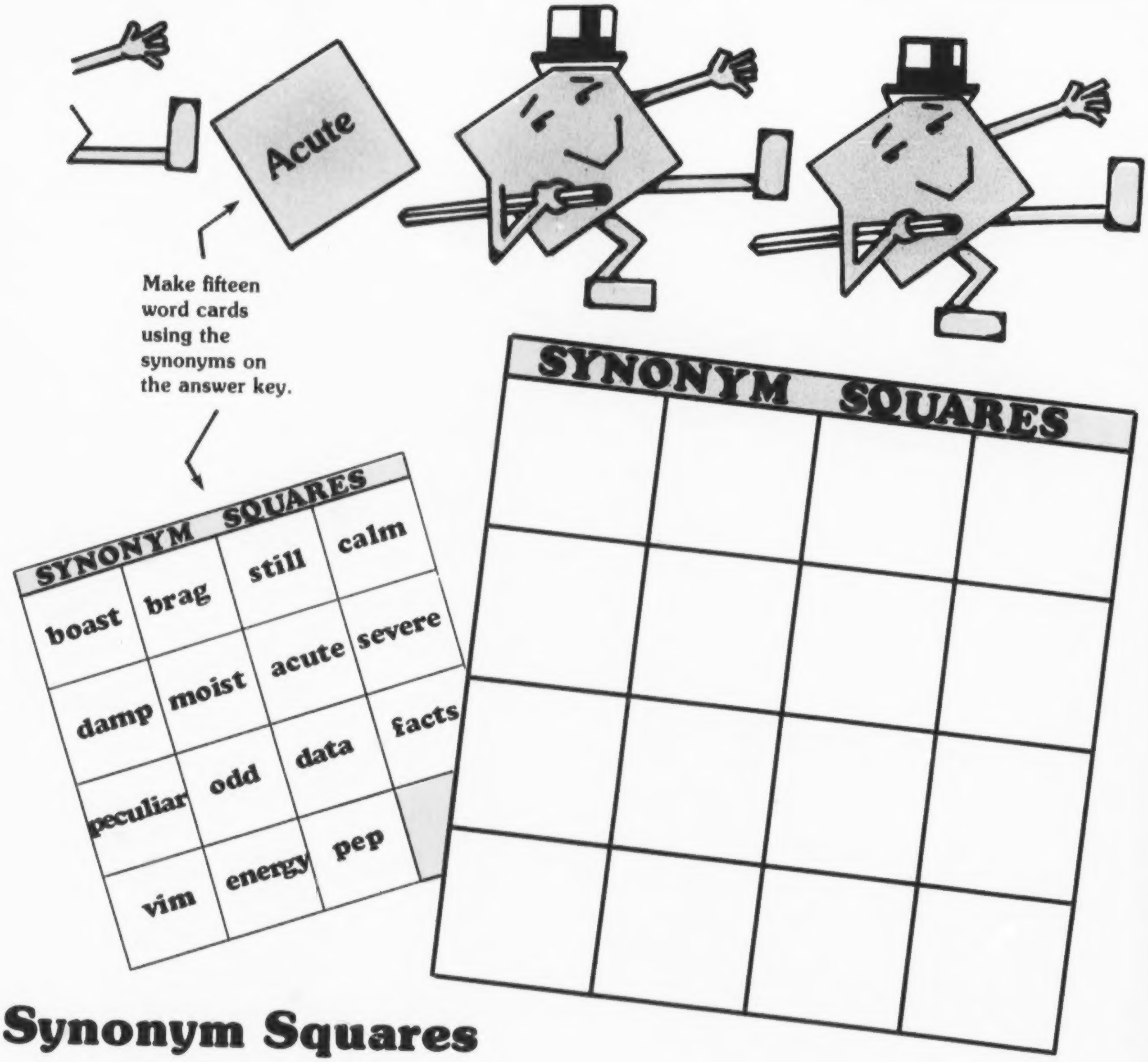
1. nice and clean
2. word used in casting a magic spell
3. with no plan
4. a small fault
5. a wingless, extinct bird
6. to pamper or baby
7. a young, inexperienced fellow
8. a thick syrupy liquid
9. a meeting or get-together
10. a dead person able to walk about
11. a musical instrument
12. short and fat
13. to move back and forth
14. the sound a bell makes
15. an ugly face carved on a building
16. to cheat or fool
17. a peanut
18. low, uneducated people
19. a pretty, but worthless decoration
20. small figurines, etc.
21. meaningless, confused talk
22. this way and that
23. loud, ugly noise like a cat makes
24. a frightening, but imaginary creature
25. a pancake


word used in casting a magic spell

A Playing Card

Sentences To Go On "Hat" Cards

1. Any senorita would look lovely in a lace scarf.
2. Only a Scotsman looks right in this little cap.
3. This is a dangerous assignment, Max; be sure to wear protective headgear.
4. Mohammed quickly wound the long scarf around his head.
5. The little cap would scarcely keep you warm outdoors.
6. A storm is blowing up, Cap'n Ahab; hand me my rain hat.
7. Ned's light straw hat blew away in the brisk March wind.
8. Grandpa Sam still wears that old-fashioned thing to bed.
9. Just wear your old gray one with the blue ribbons on it.
10. Abigail wore a small jewelled headpiece to the senior ball.
11. Poor King John! He must have a terrific headache.
12. Pierre, the French artist, always wears a little cap when he paints.
13. Jose's fancy cowboy hat was very expensive.
14. The monk's face is nearly hidden by his hood.
15. Nanook, the Eskimo, bundled up in his warmest clothes.
16. Bishop Armstrong wore his special tall hat for the ceremony.
17. The old peasant woman tied a scarf about her head.
18. Thurman wore a snappy round felt hat to the horse race.
19. The collar of my coat unfolds into a head covering.
20. Chief Sitting Bull wore his finest feathers to the pow-wow.



Make fifteen word cards using the synonyms on the answer key.

SYNONYM	SQUARES		
boast	brag	still	calm
damp	moist	acute	severe
peculiar	odd	data	facts
vim	energy	pep	

Synonym Squares

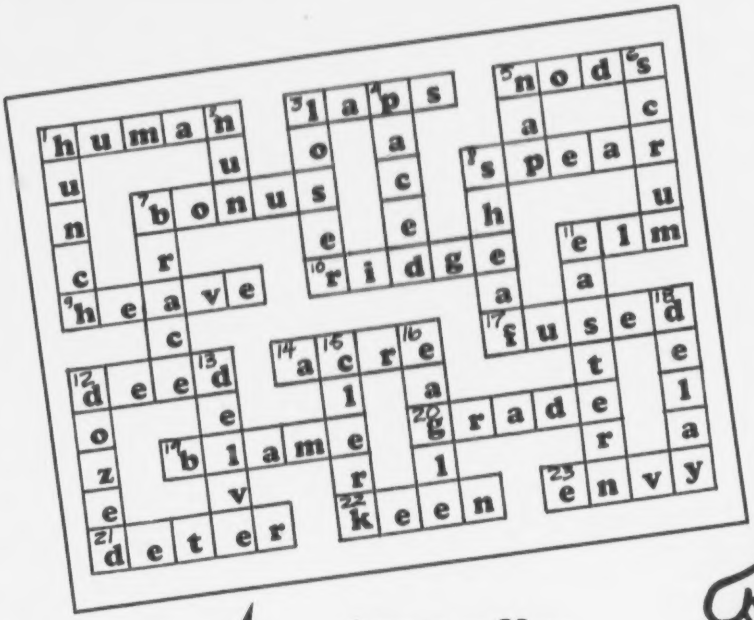
Skill #840

Objective:

The student will recognize words having similar meanings.

Directions:

Provide the student with fifteen word cards, using the synonyms given above, and the gameboard shown above. Have the student place the fifteen word squares randomly on the gameboard; there will be one empty space. Without lifting any squares, the student is to move them so that each word is adjacent to its synonym. If the student has difficulty, give him this hint: there are two synonyms for one of the words, and they should be arranged on the row with the empty space.


1 human
3 laps
5 nods
8 spear
7 bonus
11 elm
10 ridge
9 heave
17 fused
14 acre
12 deed
20 grade
19 blame
23 envy
22 keen
21 deter

Answer Key

BLONDIE

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Syndicate, Inc.

Contextual Clues

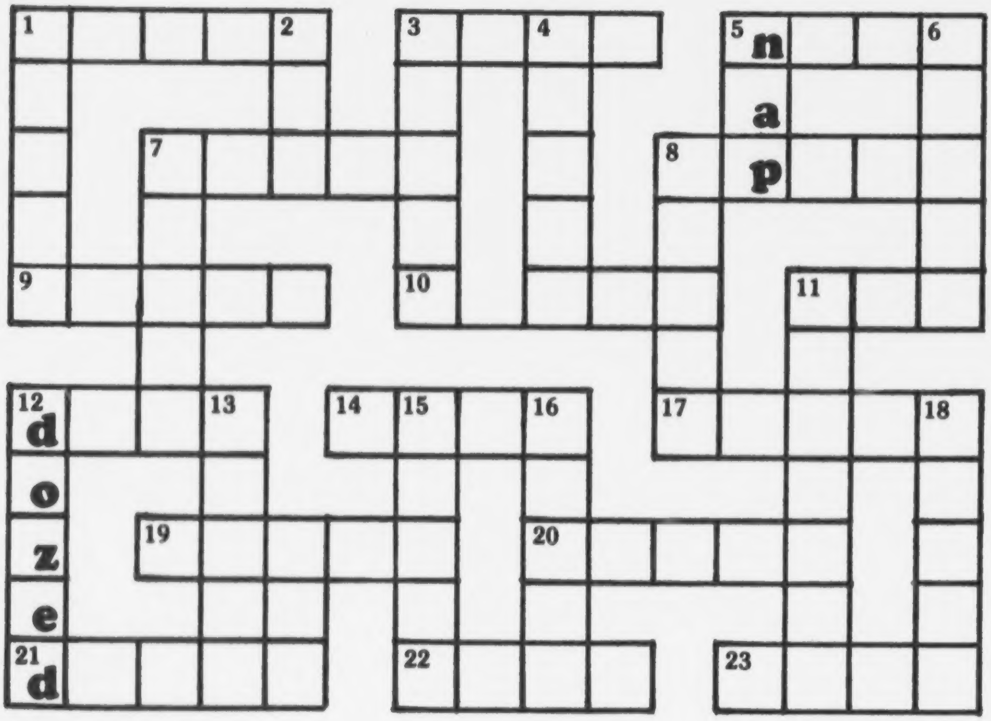
Skill #840

Objective:

The student will utilize surrounding words as a clue to meaning.

Directions:

For each sentence, have the student choose a word from the list provided on page 119 that makes sense in the numbered blank and also fits the puzzle spaces beginning with the same number. Have the student fill in the puzzle as shown on the next page. An answer key is provided above.



List of Words

eagle
eastern
elm
envy
fused
deed
delay
delve
deter
dozed
acre
blame
bonus
brace
clerk
paced
ridge
serum
sheaf
spear
laps
loser
nap
nods
nun
grade
heave
human
hunch
keen

Across

No ___1___ being should act like that!
Holding trays on our ___3___ was awkward.
Her pony ___5___ his head as he counts.
Veterans of wars may receive a ___7___.
A diver thrust his ___8___ into a shark.
With a great ___9___ we righted the truck.
Beyond that ___10___ of hills lies the sea.
The ___11___ tree resembles an umbrella.
Feeding a lost dog is a good ___12___.
How much per ___14___ does this farm cost?
Heat ___17___ the two metals into one.
We all are to ___19___ for this accident.
The ___20___ of this hill is steep for me!
Snow did not ___21___ planes from flying.
Sharpen this blade until it is ___22___.
My curls were the ___23___ of my sisters.

Down

Watch my cat ___1___ his back and spit.
Every teacher at the convent is a ___2___.
Were you the winner or the ___3___?
The lion ___4___ up and down the cage.
The mailman woke Daisy from her ___5___.
The nurse injected the snake ___6___.
Ann hated wearing a ___7___ on her teeth.
Two rabbits hid in a ___8___ of wheat.
The sun rose fast in the ___11___ sky.
Daisy ___12___ lazily on the mat.
Lazy students do not ___13___ for facts.
Return the toy to the ___15___ who sold it.
The bird on our coins is the ___16___.
Consult your doctor without ___18___!

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Questions

Section 1 - What is the most famous legend about ghostly ships?
Section 2 - What happened to the ship as it was sailing around the Cape of Good Hope?
Section 3 - What appeared on the ship's deck?
Section 4 - What happened to those who sighted the phantom ship?

Ghost Busters

Skill #860

Objective:

The student will determine reading speed.

Directions:

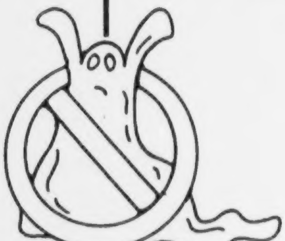
Time the student and have him read the selection shown on the next page up to the first bookmark. Have him mark the ghost bookmark with the time it took him to read to that point. Have the student look at the question for the first section and try to answer it. If he does so correctly, he may continue to the next bookmark, mark the time and answer the question, continuing in this manner to the end of the selection. The student may determine his reading speed for each section by dividing 100 (the approximate number of words) by the number of minutes required to read to each point. If he reads it in less than a minute, he may simply divide the number of words by the number of seconds and then multiply by 60 to convert to minutes.

Ghost Busters

Sailing has always been a dangerous profession. In the days of wooden ships men would set out on voyages that might last months or years. They never knew whether or not they would come back alive. Storms, pirates, and disease were just some of the dangers they faced.

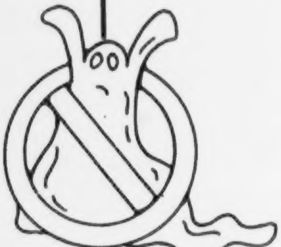
It is not surprising that sailors were very superstitious. They had many tales of ghostly or haunted ships. Without a doubt the most famous is the legend of the "Flying Dutchman."

No one seems to know how the legend began. It has probably been around in one form or other for centuries. The ancient Greeks and Romans had tales of phantom ships. So did the ancient Chinese. All the sailors believed it was bad luck to see a phantom ship. An early written version of the "Flying Dutchman" tale appeared in a British magazine in 1821. Later it was made into a short story, a play, and a well-known opera.



In brief, the legend goes like this: A ship was making its way around the Cape of Good Hope, the southern tip of Africa. Suddenly it ran into a terrible storm. The ship was in great danger. The crew went to the Captain and begged him to find a safe harbor.

The Captain refused. Not only did he refuse but he laughed at his men's fears. He told them he was afraid of nothing on this earth or in heaven. He then shut himself up in his cabin, smoking his pipe.

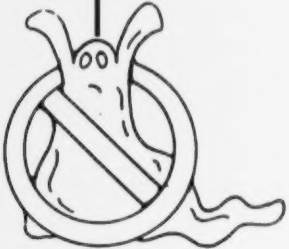


The storm got worse. The ship nearly sank. But still the Captain would not yield. In fact, he became even more stubborn. He challenged the storm to sink him. At that moment a glowing Form appeared on the deck. The crew was terrified. The Captain, however, showed no respect at all.

"Captain," said the Form, "you are very stubborn."

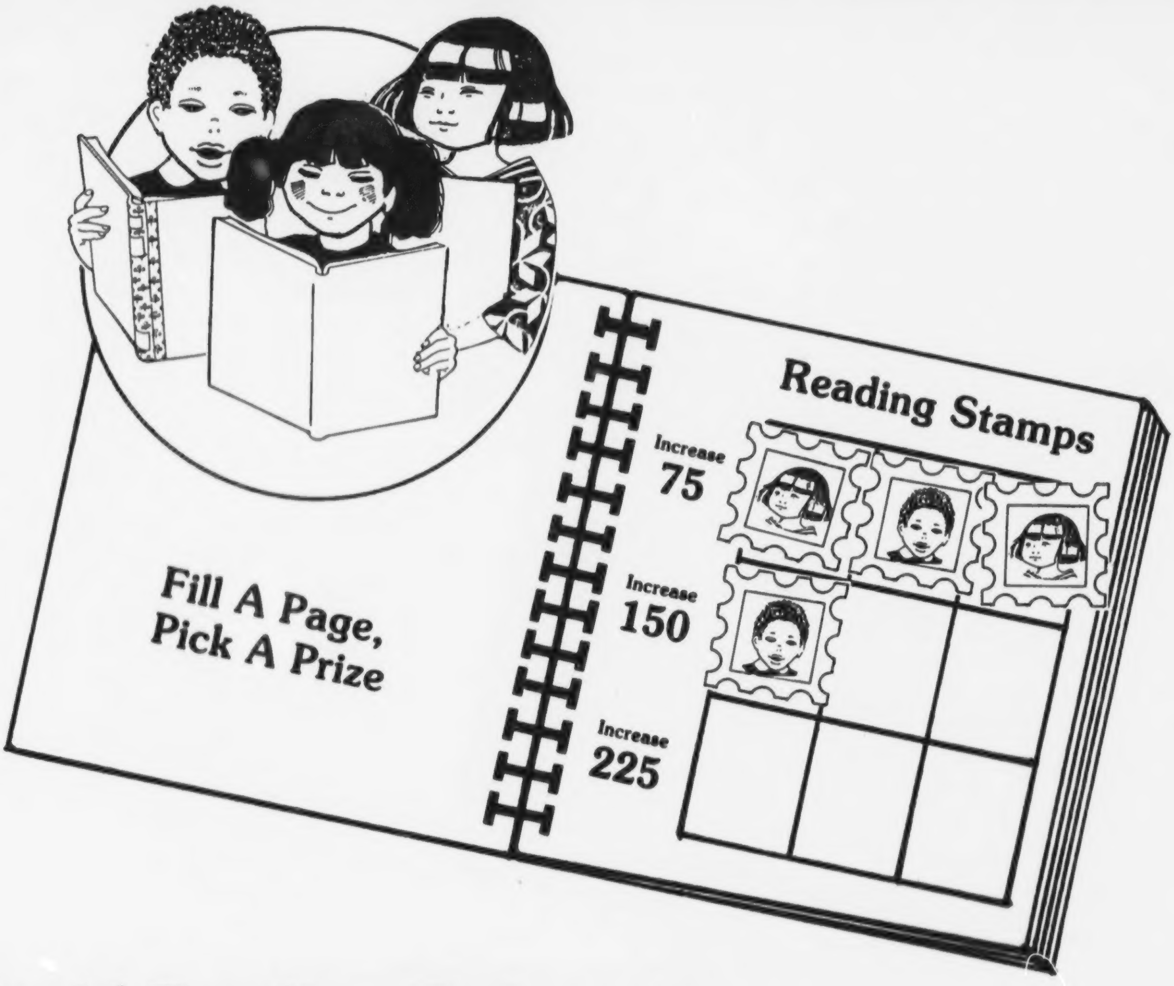
"And you are a rascal," answered the Captain. "Who wants a peaceful passage? I don't. I'm asking nothing from you. Clear out unless you want your brains blown out."

With that the Captain drew his pistol and fired. But the pistol exploded in his hand. Then the Form pronounced a curse on the Captain. He was doomed to sail forever, without rest. "And since it is your delight to torment sailors, you shall torment them. For you shall be the evil spirit of the sea. Your ship shall bring misfortune to all who sight it."



"Amen to that!" cried the Captain. He was not the least put down.

After that, according to the legend, anyone who sighted the phantom ship suffered for it. The "Flying Dutchman" might lead ships onto the rocks. Or the sight of her might just turn all wine on board into vinegar. Rumors that the phantom ship had been sighted were enough to terrify sailors. Oddly though, once the story became popular among landsmen, sailors refused to take it seriously anymore.



Rapid Reading Redemption

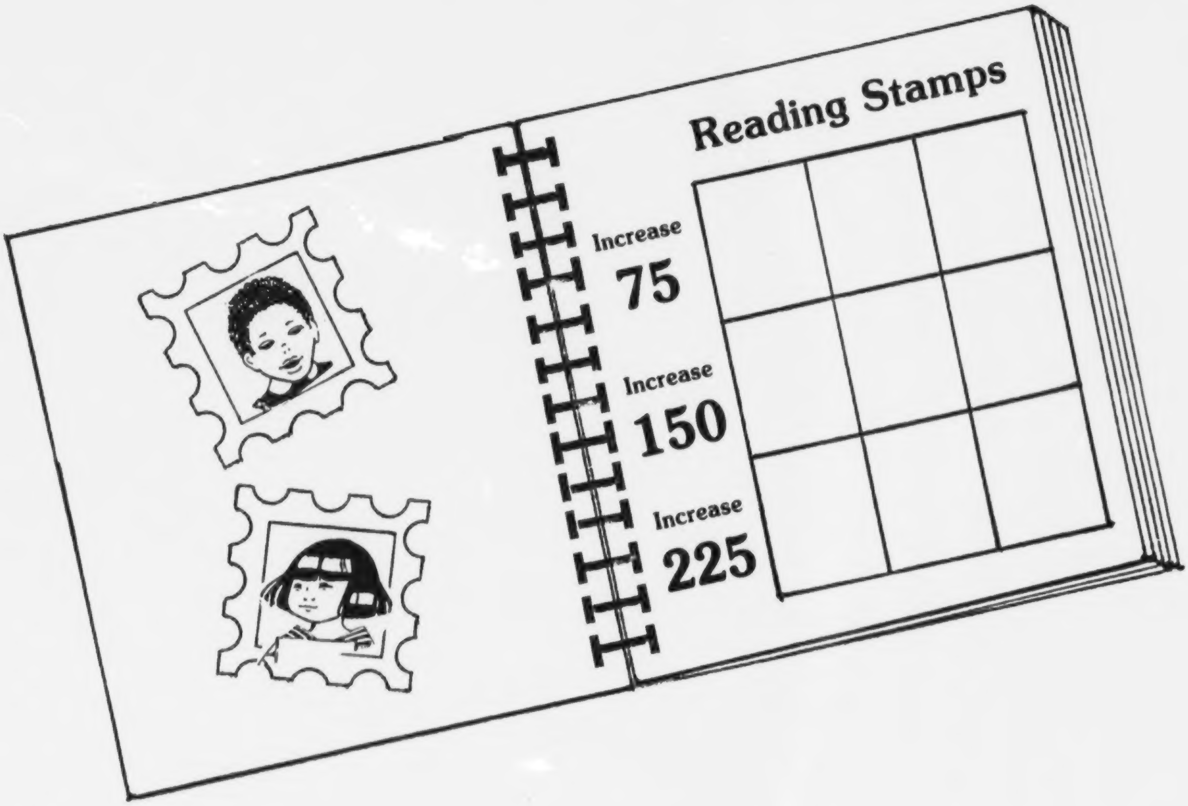
Skill #860

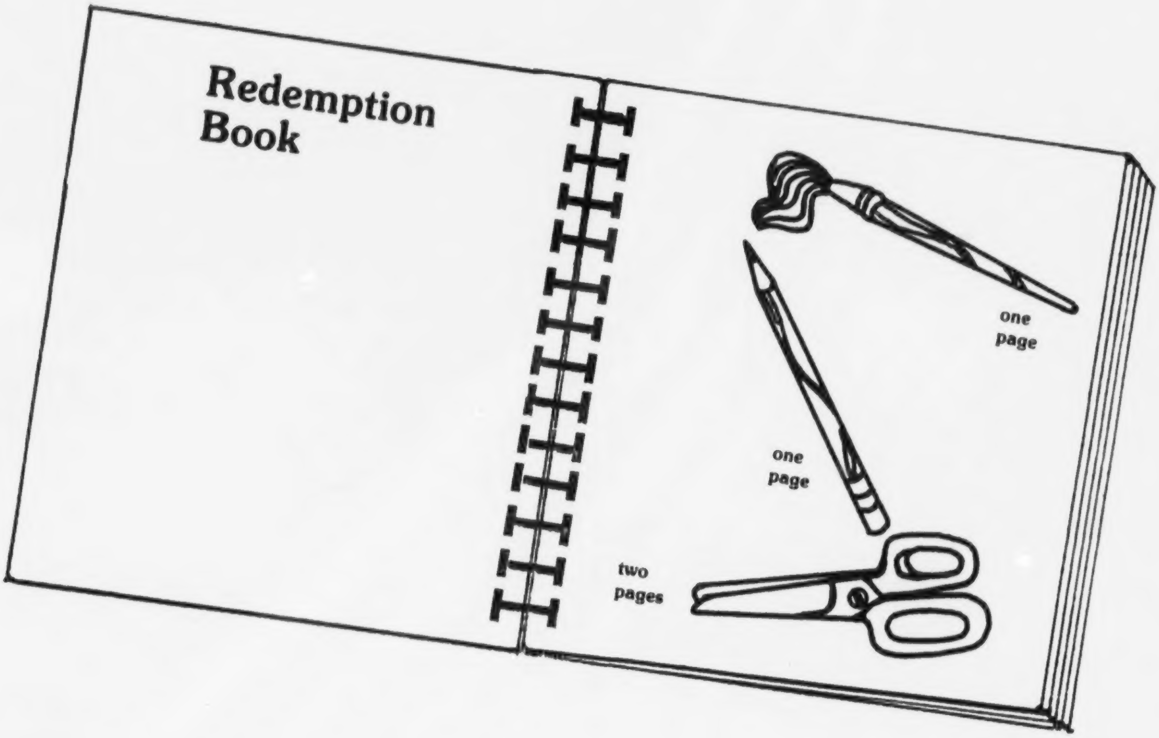
Objective:

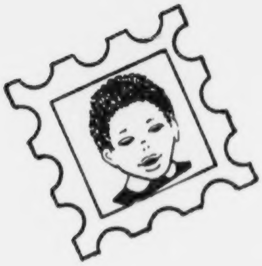
The student will determine reading speed when reading for pleasure and will strive for an increase.

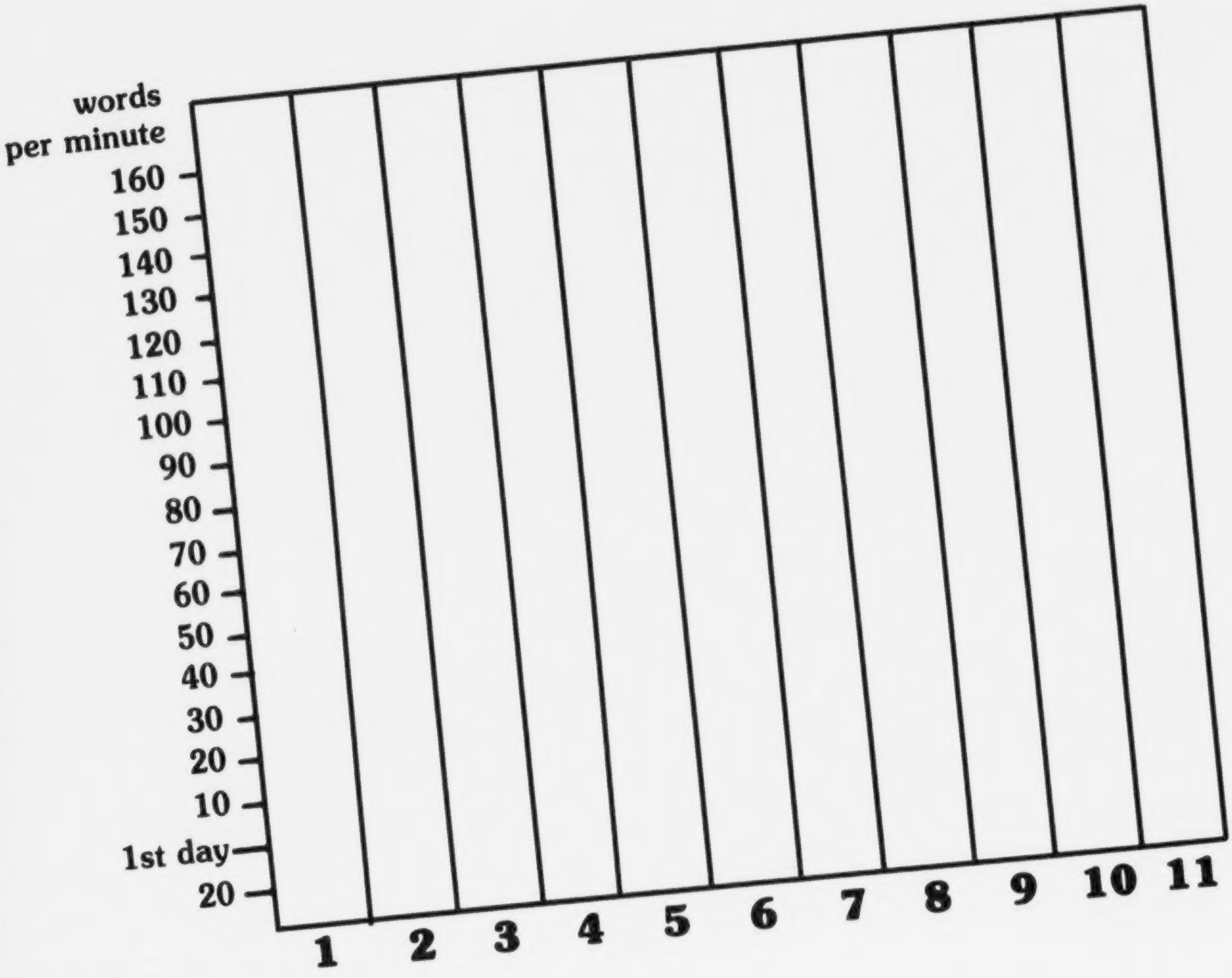
Directions:

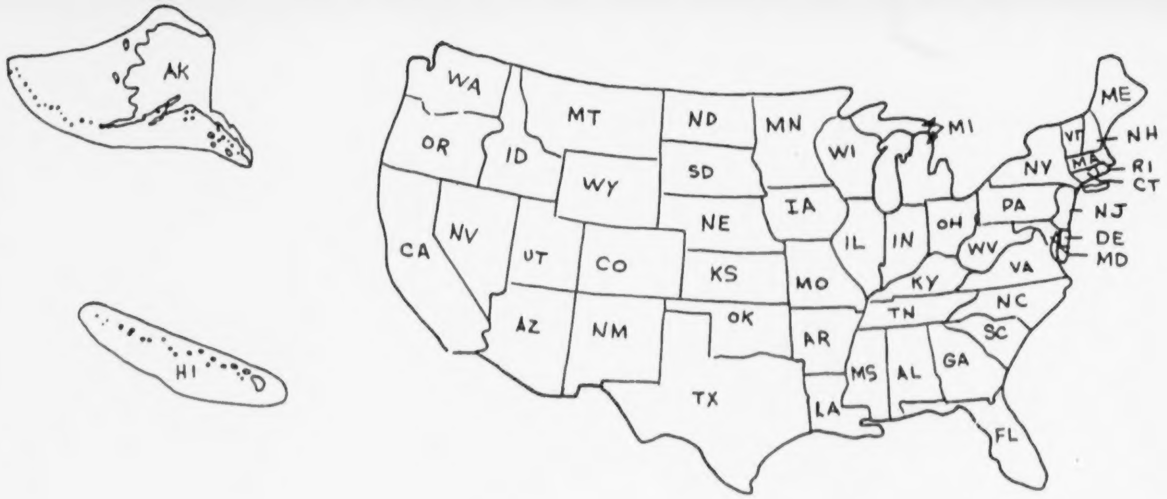
Use trading stamps to motivate reading speed. Provide each student with a reading stamp book shown on page 123. Have each student select a book to read for enjoyment. Time the student for a five-minute reading period and have him determine his reading speed by counting the number of words read and dividing that number by five. Chart his rate on the graph shown on page 124. Fill a redemption box with small prizes: pencils, paintbrushes, bookmarks, etc. Each time the student increases his words by twenty-five, he receives a stamp. Assign the number of stamps to redeem each item and have a redemption time once a week. Keep track of the students' progress on the graph shown on page 124.


Reading Stamps
Increase
75
Increase
150
Increase
225


Redemption Book
one page
one page
two pages




words
per minute
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
1st day
20
1
2
3
4
5
6
7
8
9
10
11



AL
AK
AZ
AR
CA
CO
CT
DE
FL
GA
HI
ID
IL
IN
IA
KS
KY
LA
ME
MD
MA
MI
MN
MS
MO
MT
NE
NV
NH
NJ
NM
NY
NC
ND
OH
OK
OR
PA
RI
SC
SD
TN
TX
UT
VT
VA
WA
WV
WI
WY

1. Color red all of those states that use the first two letters for their abbreviations (AL, AR, CA, CO, DE, FL, ID, IL, IN, MA, MI, NE, OH, OK, OR, UT, WA, WI, AND WY.
2. Color blue all those states that are two separate words and form their abbreviations with the first letter of each word (NH, NJ, NM, NY, NC, ND, RI, SC, SD, and WV).
3. Color yellow all those states that are abbreviated by using the first letter and the last letter of their names (CT, GA, HI, IA, PA, KS, KY, LA, ME, MD, VT, and VA).
4. Color green those states that are abbreviated by their first and third letters (MN, MS, NV, TN, and TX).
5. Color orange those states that are abbreviated by their first and fourth letters (AZ and MT).
6. Color purple those states that are abbreviated by their first and fifth letters (AK and MO).

Colorful Abbreviations

Skill #880

Objective:

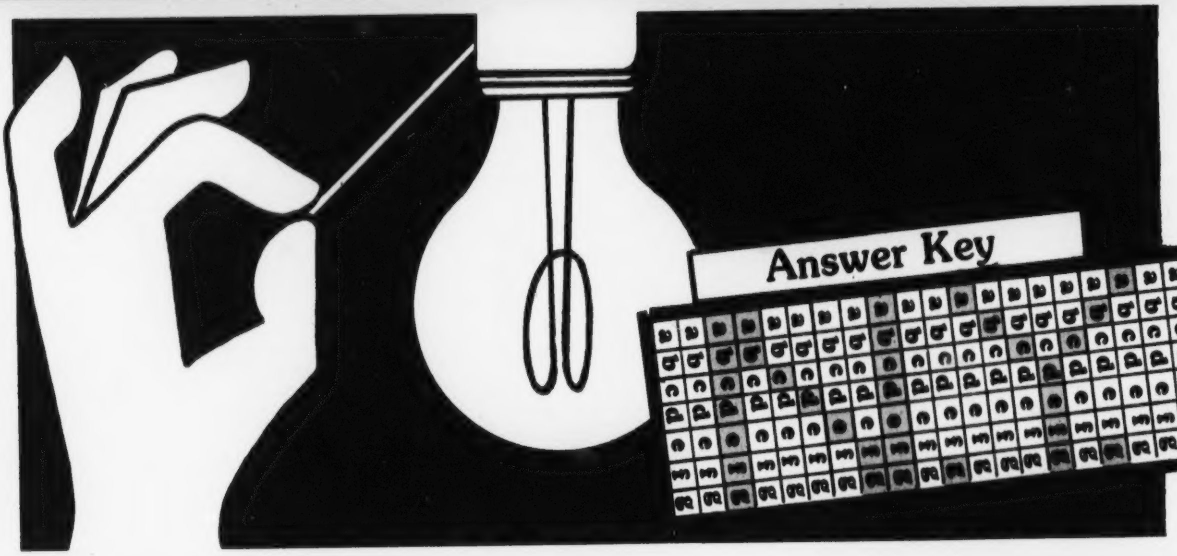
The student will follow multiple sequential directions.

Directions:

Provide each student with a map of the United States like the one shown above. Instruct the students to color the maps according to the directions given.

Follow-up Activities:

1. During a timed session, have students write as many state abbreviations as time allows. The student must identify the abbreviation orally. The student with the highest number of correct abbreviations during the allotted time is the winner.
2. Divide the students into two teams for a state abbreviation "bee" to be conducted like a traditional spelling "bee."



A terrific power shortage resulted in a major city blackout on October 3, 1965. When you complete the chart, answer this question: "Where did it take place?"

1. On row three, black out spaces a, b, c, d, e, f and g.
2. On row four, black out spaces a and b.
3. On row five, black out space c.
4. On row six, black out space d.
5. On row seven, black out space e.
6. On row eight, black out spaces f and g.
7. On row nine, black out all spaces.
8. On row eleven, black out space g.
9. On row twelve, black out space a.
10. On row thirteen, black out space b.
11. On row fourteen, black out space c.
12. On row fifteen, black out all spaces except a, b and c.
13. On row sixteen, black out space c.
14. On row seventeen, black out spaces b and g.
15. On row eighteen, black out space a.
16. On row nineteen, black out all spaces except a, b, c, d, e, f and g.

a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g
a	b	c	d	e	f	g

Where Were You When The Lights Went Out?

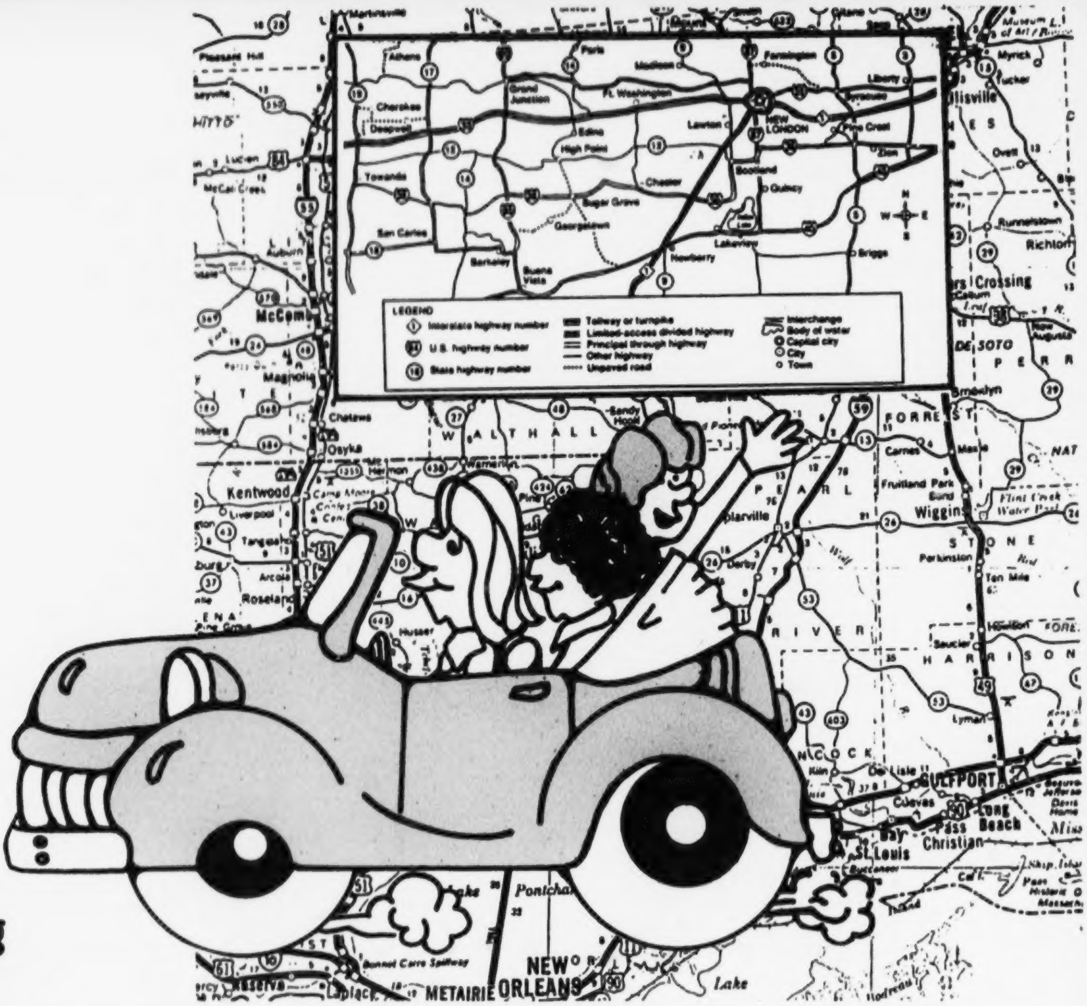
Skill #880

Objective:

The student will follow multiple sequential directions.

Directions:

Using the chart provided with the bottom row being row one, follow the directions given above. Have the student turn the chart sideways to read the answer.


LEGEND
Interstate highway number
U.S. highway number
State highway number
Tollway or turnpike
Limited-access divided highway
Principal through highway
Other highway
Unpaved road
Interchange
Body of water
Capital city
City
Town
McComb
Kentwood
WALTHALL
PEARL RIVER
FORREST
STONE
HARRISON
Wiggins
GULFPORT
Long Beach
Pass Christian
Bay St. Louis
NEW ORLEANS
METAIRIE

Spring Break

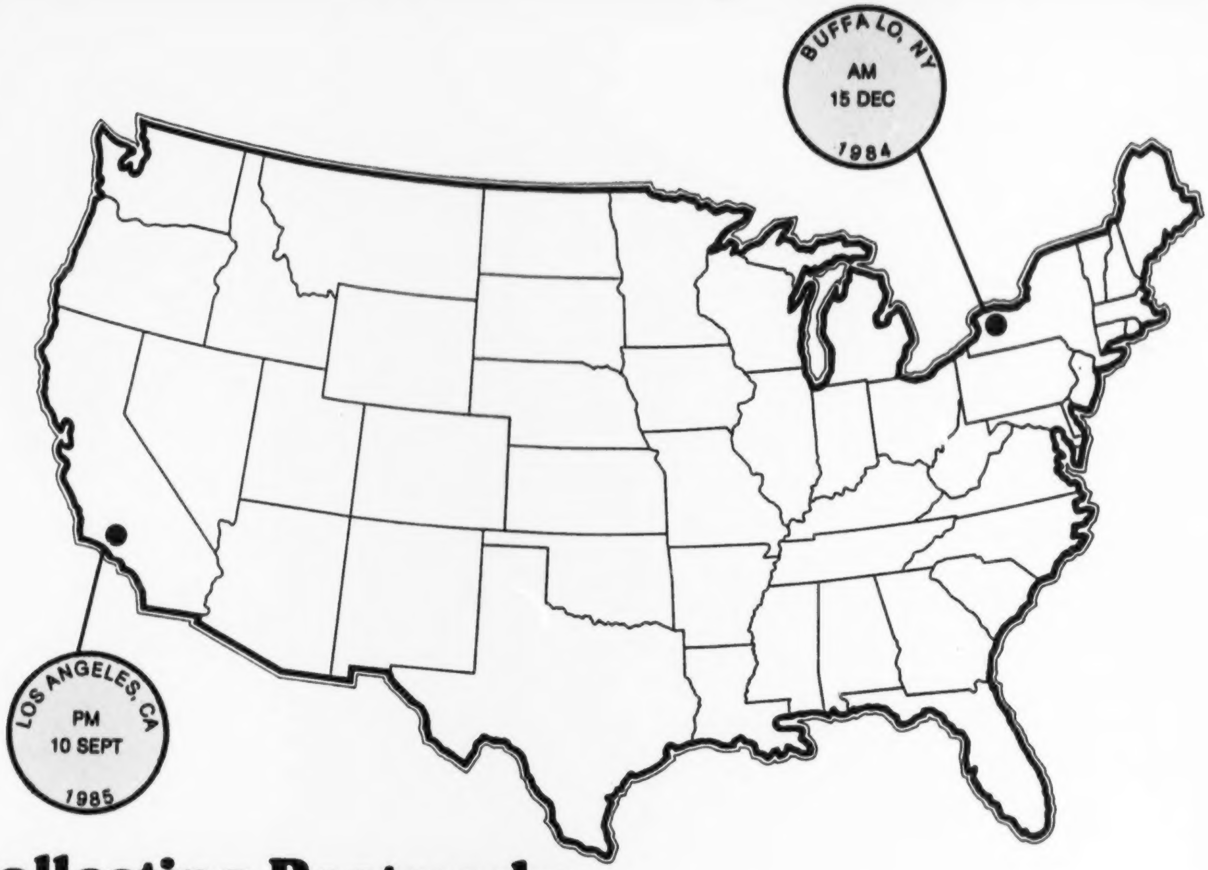
Skill #900

Objective:
The student will use road maps.

Directions:
Provide students with road maps of the United States. Each student will pick a portion of the United States to visit on his spring break. He must plan a one-week trip through at least three states originating and ending at a specific point. Have him figure the total mileage round trip and how long it will take to arrive and return.

Follow-up Activities:

1. Provide students with airline and train schedules that go through the same states. Have them make the same arrangements as in the activity using either the flight or train schedule.
2. Have the student compile all information from the major activity and follow-up one. Have him give the advantages and disadvantages of the two different forms of transportation and have him give a brief report to the class.



Collecting Postmarks

Skill #900

Objective:

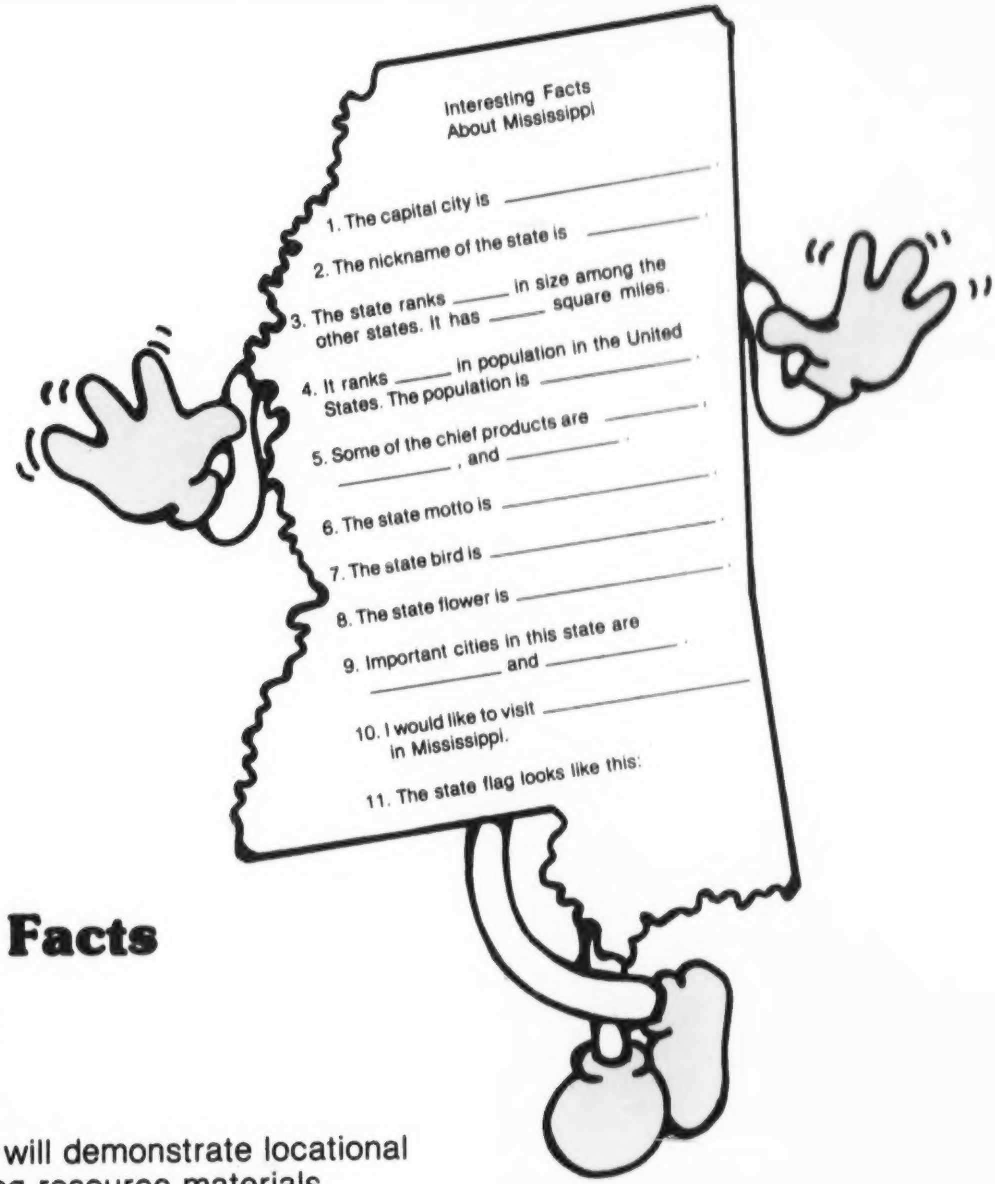
The student will utilize topical, geographic maps.

Directions:

Have each student obtain a large map of the United States or have him draw one on a sheet of posterboard using an opaque projector. Familiarize students with a postmark emphasizing that it is a small circle located in the upper right hand corner of an envelope that has been mailed, and that it contains the name of the city and state from which the letter was mailed and the date it was postmarked. Have students collect postmarks from many different cities in the United States. Have them use the maps to display the postmarks as shown above making sure they find the correct locations of the particular cities within the states. If students have difficulty in finding postmarks of certain cities, have them write for free mail from those cities. Provide the student having the most correctly located postmarks with a prize.

Follow-up Activities:

1. Have students give the latitude and longitude of each of their postmarks.
2. Have students obtain a postmark from each capital city in the United States. This is a good way to reinforce the learning of capitals.



Interesting Facts
About Mississippi

1. The capital city is ______.

2. The nickname of the state is ______.

3. The state ranks ______ in size among the other states. It has ______ square miles.

4. It ranks ______ in population in the United States. The population is ______.

5. Some of the chief products are ______, ______, and ______.

6. The state motto is ______.

7. The state bird is ______.

8. The state flower is ______.

9. Important cities in this state are ______, ______ and ______.

10. I would like to visit ______ in Mississippi.

11. The state flag looks like this:

State These Facts

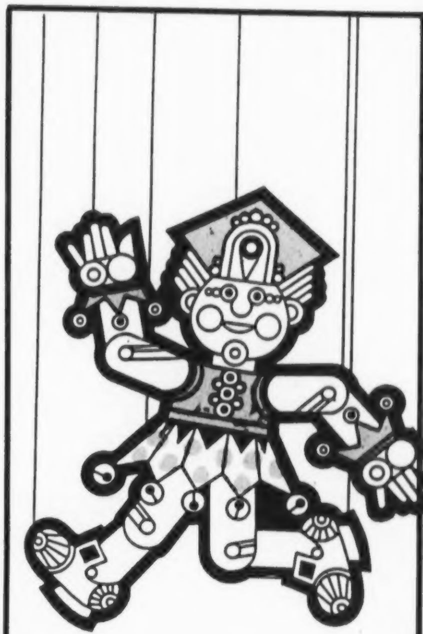
Skill #920

Objective:
The student will demonstrate locational skills by using resource materials.

Directions:
How well do your students know their state? Provide the student with a cut out version of his state like the one shown above. Have the student use the encyclopedia or almanac to find the facts about his state that are missing from the sentences shown above.

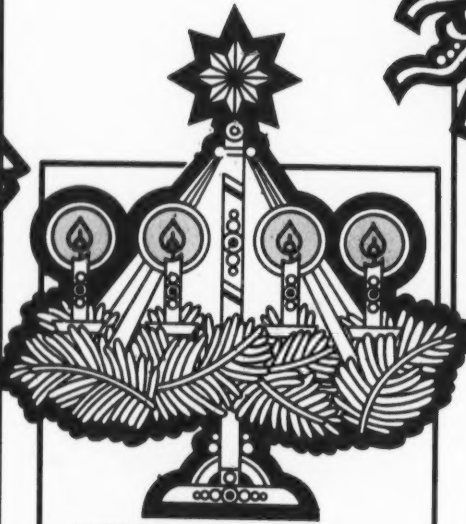
Follow-up Activities:

1. Have the class write and design a tourist almanac of their city. Assign each student the coverage of one feature or attraction of the city. Provide lists of places, such as the chamber of commerce, historical society and city archives, where they may find information.
2. Have the student prepare a state collage. He may use the state shape as a background and add appropriate objects and pictures.



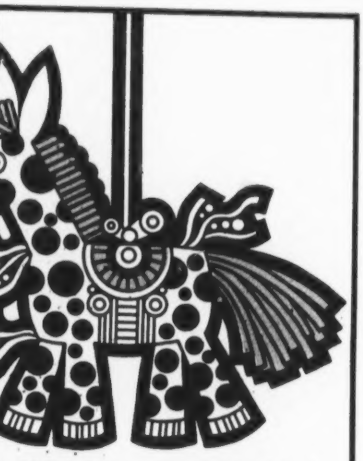
FRANCE — Joyeux Noël

Puppet shows continue to appeal to both young and old. They're given every year at Christmastime all over France, especially in Paris. One of the well-known Christmas puppet plays, *Bethlehem 1933*, was written by de Marynbourg and is considered a masterpiece of popular art.



AUSTRIA — Fröhliche Weihnachten

Advent wreaths are made of various types of Christmas greenery used with a combination of other decorations. The wreath is then suspended by ribbon on a decorative, colorful stand. Four candles, representing the four Sundays before Christmas, are attached to the wreath. The first candle only is lit on the first Sunday, the second candle is lit on the second Sunday, and so on; all four candles are lit on Christmas day.



MEXICO — Feliz Navidad

Mexican children delight in the game where the Piñata, an earthenware jug filled with candy and decorated like a donkey and other animals, is suspended from the ceiling on a rope. Each child is blindfolded and attempts to break the Piñata with a bat. The child who succeeds is the hero of the festival and the candy is shared by all.

Feliz Navidad

Skill #920

Objective:

The student will
demonstrate locational skills by using resource materials.

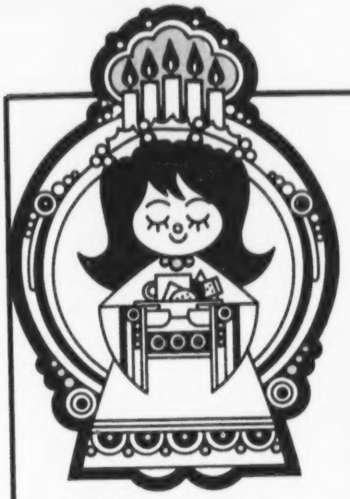
Directions:

Assign each student a different country to research to discover how Christmas is celebrated in that country. Instruct each student to use at least three references, prepare a report and present his findings to the class.

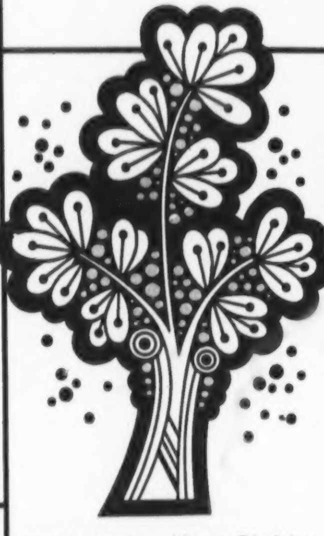
Follow-up Activities:

1. Have the students stage a Christmas celebration using the customs from the country which they prefer as a group.
2. Have a "Christmas in Other Lands" day. Each student may choose his favorite custom from the country he researched to prepare for the celebration.

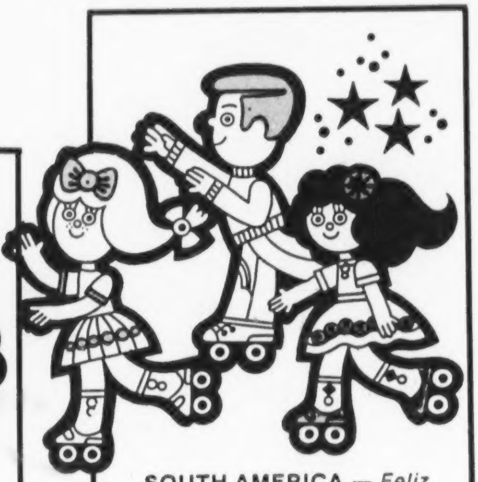
Feliz Navidad continued



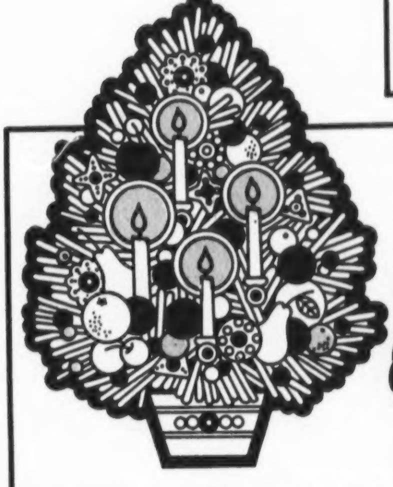
SWEDEN — *God Jul*
Lucia, the "Queen of Lights," is honored each year on December 13th. This feast day opens the Christmas season with a parade and gala celebration. "Lucia," usually the eldest daughter in the family, sings songs and presents a tray loaded with coffee and goodies to each member of the family.



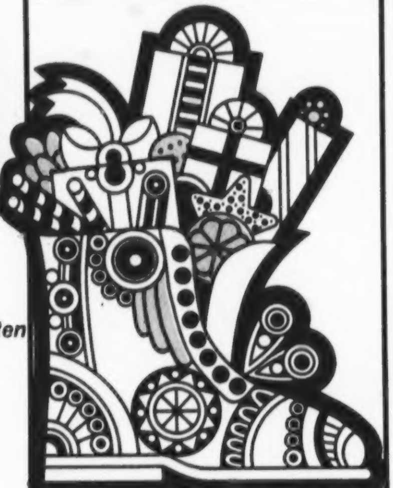
ENGLAND — *Merry Christmas*
Mistletoe, considered sacred by the British Druids, was believed to have many miraculous powers. Among the Romans, it was a symbol of peace, and, it was said that when enemies met under it, they discarded their arms and declared a truce. From this comes our custom of kissing under the mistletoe. England was the first country to use it during the Christmas season.



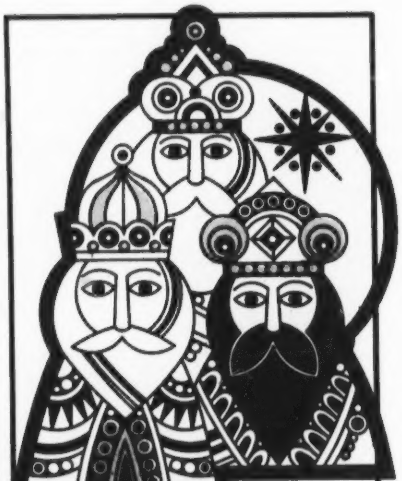
SOUTH AMERICA — *Feliz Natal (Navidad)*
On Christmas Eve, shortly after midnight, Avenida de los Caiboas is filled with many young skaters. School mates and friends form groups and skate together for an hour or two, until it's time for the special Mass that is always held for them. At the church door, they are welcomed with festive music, goodies and folk tunes. After Mass, the young kids skate home for a hearty Christmas breakfast.



GERMANY — *Fröhliche Weihnachten*
The custom of trimming and lighting a Christmas tree had its origin in pre-Christian Germany, the tree symbolizing the Garden of Eden. It was called the "Paradise Baum," or tree of Paradise. Gradually, the custom of decorating the tree with cookies, fruit and eventually candles evolved. Other countries soon adapted the custom. Charles Dickens called it "The Pretty German Toy."



ITALY — *Buon Natale*
On Christmas Eve, Italian children set out their shoes for the female Santa Claus, La Befana, to fill with gifts of all kinds like toys, candies and fruit. If the children were good, their shoes would be filled on Christmas morning. If they were bad, they would find their shoes filled with coal. La Befana is the best-known legend in Italy.



SPAIN — *Feliz Navidad*
The three Wisemen are seen everywhere in Spain at Christmas, visiting hospitals, orphanages, etc. The men who dress up in various "Wisemen" garments are from all walks of life. The legend tells of the three Wisemen traveling through the country on their way to Bethlehem. To properly receive them, the children fill their shoes with straw on Epiphany Eve. For their efforts, they find their shoes filled with presents the following (Epiphany) morning. Spanish children have a great fondness for the three Wisemen, especially Balthazar.

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Answer Key

A. An *encyclopedia* contains articles, many of them illustrated, that relate to many different branches of knowledge.

B. A *dictionary* contains the spellings, pronunciations, and meanings of entry words listed in alphabetical order.

C. A *thesaurus* contains words grouped according to meaning and usually includes lists of anotnyms as well as synonyms for key words.

D. An *almanac* lists major events of a year, dates, statistics of many kinds, and useful facts about a variety of topics.

E. A *card catalog* lists the books in the library by author, title and subject.

F. An *atlas* contains many different types of maps that are related to a specific area or to the entire world.

G. *Reader's Guide to Periodical Literautre* is an index of magazine articles.

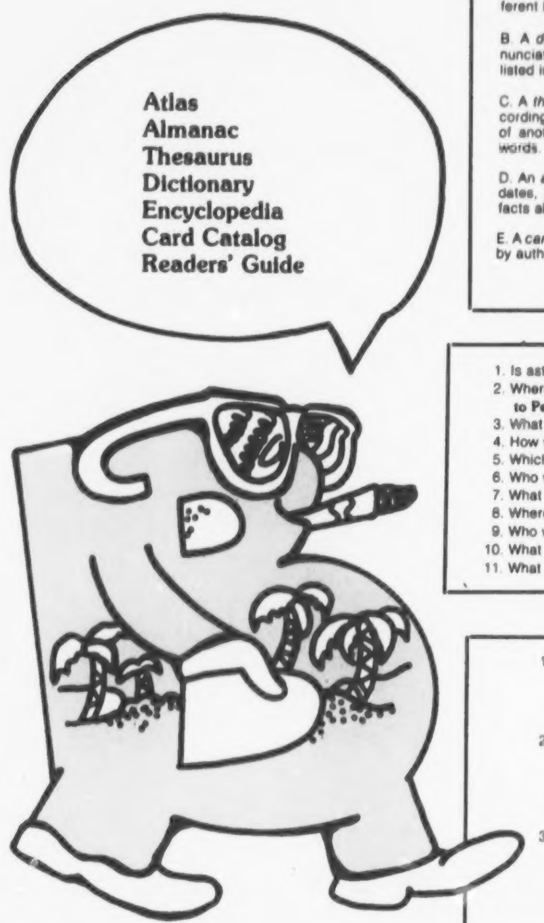
H. *Who's Who in America* contains capsule biographies of important living Americans.

I. Various *biographies* describe the lives and accomplishments of statesmen, authors, scientists, and other notable people.

J. A *specialized dictionary* gives the meanings of terms used in a particular field. For example, a sports dictionary explains the meanings of terms used in various sports.

1. Is astronaut Neil Armstrong still active in America's space program? **Who's Who in America**
2. Where can you find an article that explains the latest use of a laser beam? **Readers' Guide to Periodical Literature**
3. What books about scuba diving does your library contain? **Card Catalog**
4. How would you define the word *cartilage*? **Dictionary**
5. Which areas of Africa are the least populated? **Atlas**
6. Who won last year's world series in major league baseball? **Almanac**
7. What are some other words that mean about the same thing as the word depart? **Thesaurus**
8. Where could you find an account of Thomas Edison's childhood? **Biographies**
9. Who wrote the book *Wildlife Cameraman*? **Card Catalog**
10. What becomes of the wax when a candle burns? **Encyclopedia**
11. What is meant by the disqualification of a player in basketball? **Specialized Dictionary**

1. Where would you look to find the author of the book *Riverboat Ghost*?
   a. *Readers' Guide* a ☐
   b. card catalog b ☒
   c. atlas c ☐
2. What reference aid would you use to determine the pronunciation of *emphatic*?
   a. dictionary a ☒
   b. almanac b ☐
   c. encyclopedia c ☐
3. Where would you look to find several different words to express the same idea?
   a. atlas a ☐
   b. dictionary b ☐
   c. thesaurus c ☒
4. If you wanted the latest information about automobile safety, which reference aid would you use first?
   a. encyclopedia a ☐
   b. *Readers' Guide* b ☒
   c. card catalog c ☐
5. Which reference would you use to locate a witness's account of a hurricane in 1969?
   a. almanac a ☐
   b. encyclopedia b ☐
   c. *Readers' Guide* c ☒
6. In which reference aid would you find general information about Argentina?
   a. card catalog a ☐
   b. thesaurus b ☐
   c. encyclopedia c ☒
7. Where would you look to find the call number of *Famous Buried Treasures*?
   a. thesaurus a ☐
   b. card catalog b ☒
   c. dictionary c ☐
8. Where would you first look to find a map showing the major iron-producing countries in the world?
   a. atlas a ☒
   b. almanac b ☐
   c. dictionary c ☐



"B" Is For Book

Skill #920

Objective:

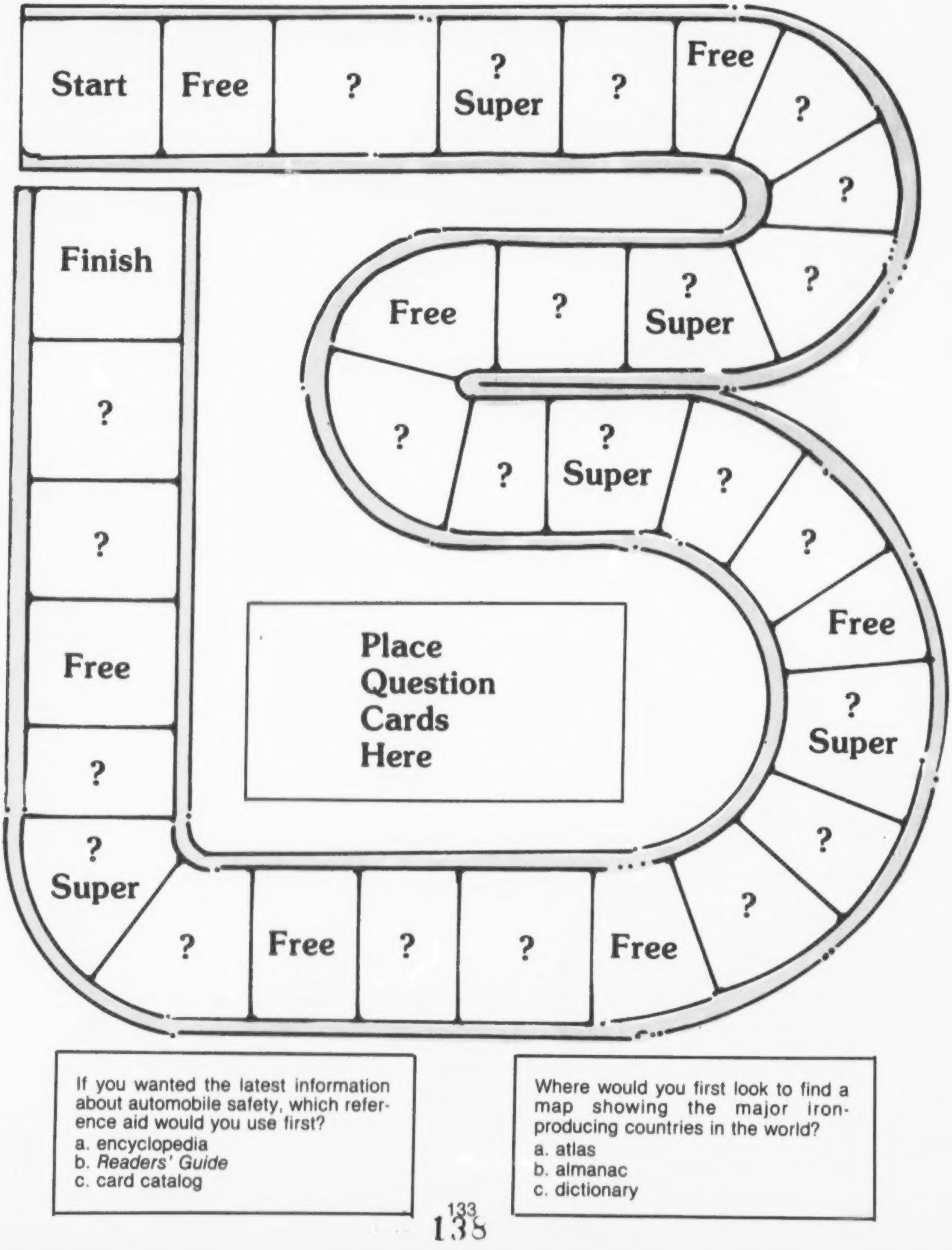
The student will choose appropriate research materials.

Directions:

Make a deck of playing cards using one of the questions or incomplete statements on page 134 for each card. In alternating turns, each student spins the spinner and moves the number of spaces indicated. If a student lands on a space that has a question mark, he must draw a card from the top of the deck and answer the question on the card. If he answers correctly, he receives two ts points. If a player lands on a "super" question space, he earns five points for a correct answer. When one player reaches the last space, points are tallied to determine the winner.

920 LOCATIONAL SKILLS

"B" Is For Book Gameboard


Start
Free
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Super
?
Free
?
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?
Finish
Place
Question
Cards
Here

If you wanted the latest information about automobile safety, which reference aid would you use first?
a. encyclopedia
b. *Readers' Guide*
c. card catalog

Where would you first look to find a map showing the major iron-producing countries in the world?
a. atlas
b. almanac
c. dictionary

"B" Is For Book Questions ...

__________________ contains articles, many of them illustrated, that relate to many different branches of knowledge.

__________________ contains many different types of maps that are related to a specific area or to the entire world.

__________________ contains the spellings, pronunciations, and meanings of entry words listed in alphabetical order.

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__________________ contains capsule biographies of important living Americans.

__________________ contains words grouped according to meaning and usually includes lists of antonyms as well as synonyms for key words.

__________________ describes the lives and accomplishments of statesmen, authors, scientists, and other notable people.

__________________ lists major events of a year, dates, statistics of many kinds, and useful facts about a variety of topics.

__________________ gives the meanings of terms used in a particular field. For example, a sports dictionary explains the meanings of terms used in various sports.

__________________ lists the books in a library by author, title, and subject.

Is astronaut Neil Armstrong still active in America's space program?

Where can you find an article that explains the latest use of a laser beam?

What are some other words that mean about the same thing as the word *depart*?

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What books about scuba diving does your library contain?

Which areas of Africa are the least populated?

What becomes of the wax when a candle burns?

How would you define the word *cartilage?*

Who won last year's world series in major league baseball?

Who wrote the book *Wildlife Cameraman?*

Where would you look to find the author of the book *Riverboat Ghost?*

a. *Readers' Guide*
b. card catalog
c. atlas

Which reference would you use to locate a witness's account of a hurricane in 1969?

a. almanac
b. encyclopedia
c. *Readers' Guide*

What reference aid would you use to determine the pronunciation of *emphatic?*

a. dictionary
b. almanac
c. encyclopedia

In which reference aid would you find general information about Argentina?

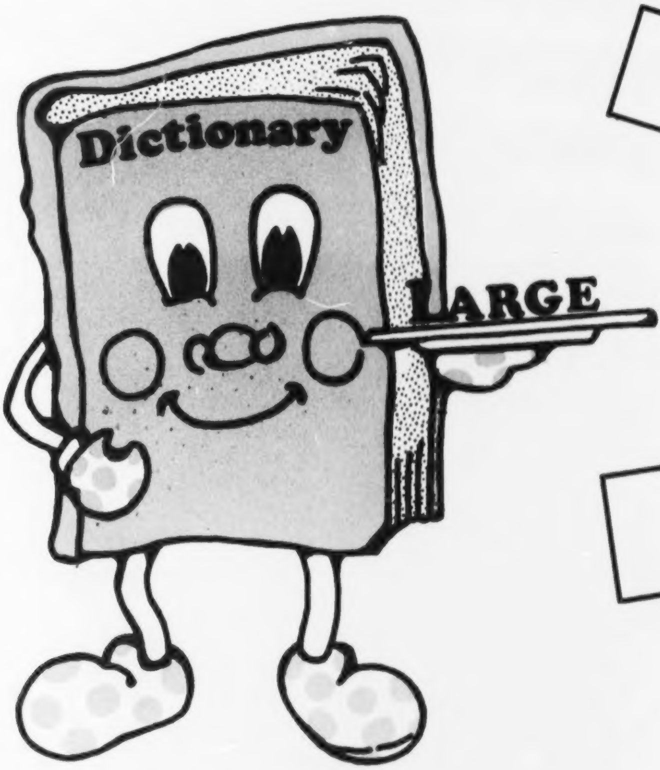
a. card catalog
b. thesaurus
c. encyclopedia

Where would you look to find several different words to express the same idea?

a. atlas
b. dictionary
c. thesaurus

Where would you look to find the call number of *Famous Buried Treasures?*

a. thesaurus
b. card catalog
c. dictionary



That is a large number.

The escaped prisoner is still at large.

Look In The Book

Skill #920

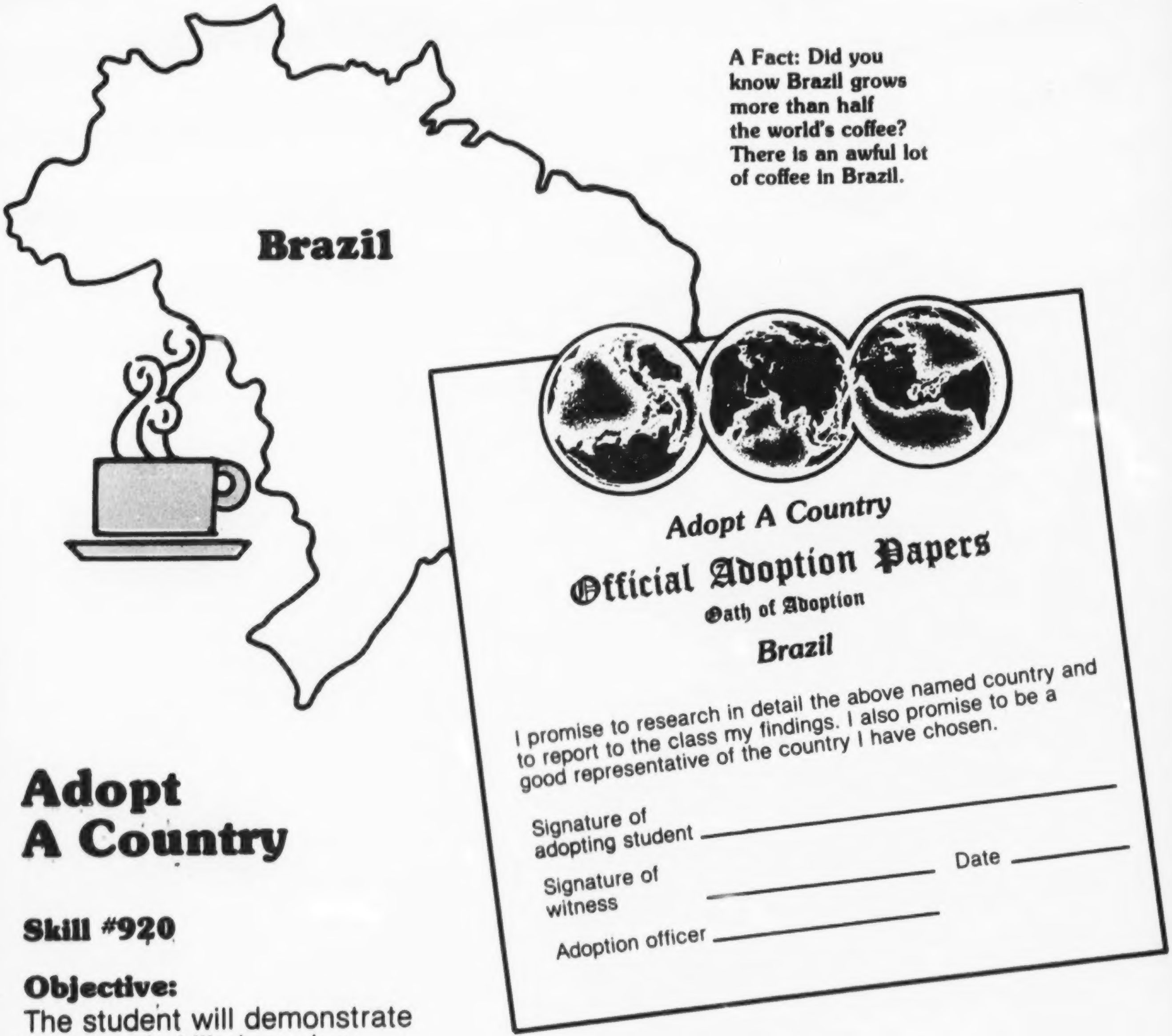
Objective:
The student will utilize the dictionary.

Directions:
Divide the students into two teams and provide each team with a dictionary. An appointed leader writes a multiple-meaning word on the chalkboard. The first team to find the word and use it correctly in a sentence receives two points. If the team can use the word again showing a second meaning, that team receives five points. The team with more points after an allotted amount of time wins.

Follow-up Activities:

1. A dictionary is given to each player. The leader mentions a multiple-meaning word, such as light, and uses it in a sentence. Players find the word and give the correct meaning as fast as they can.
2. Have each student choose from the dictionary a word that is totally new to him. He must study the meaning of the word and use it in normal conversation at least once a day for a week. Then each student may reveal his "word of the week" and explain its meaning.

A Fact: Did you know Brazil grows more than half the world's coffee? There is an awful lot of coffee in Brazil.



Adopt A Country

Official Adoption Papers

Oath of Adoption

Brazil

I promise to research in detail the above named country and to report to the class my findings. I also promise to be a good representative of the country I have chosen.

Signature of adopting student ______________________

Signature of witness ______________________ Date ____________

Adoption officer ______________________

Adopt A Country

Skill #920

Objective:
The student will demonstrate locational skills by using resource materials.

Directions:
Heighten interest in learning about countries by having students "adopt" the ones on which they will be reporting. Provide certificates of adoption for added fun. Each student must use at least three references to research in detail the country he has chosen. He must then give a report to the class in any way he chooses.

Follow-up Activities:
1. After the reports, have each student give three facts he remembers from any report and have another student identify the country.
2. Make a bulletin board display of one country per week using the adoption papers and important facts from the reports.

A Noteworthy Person

Skill #940

Objective:

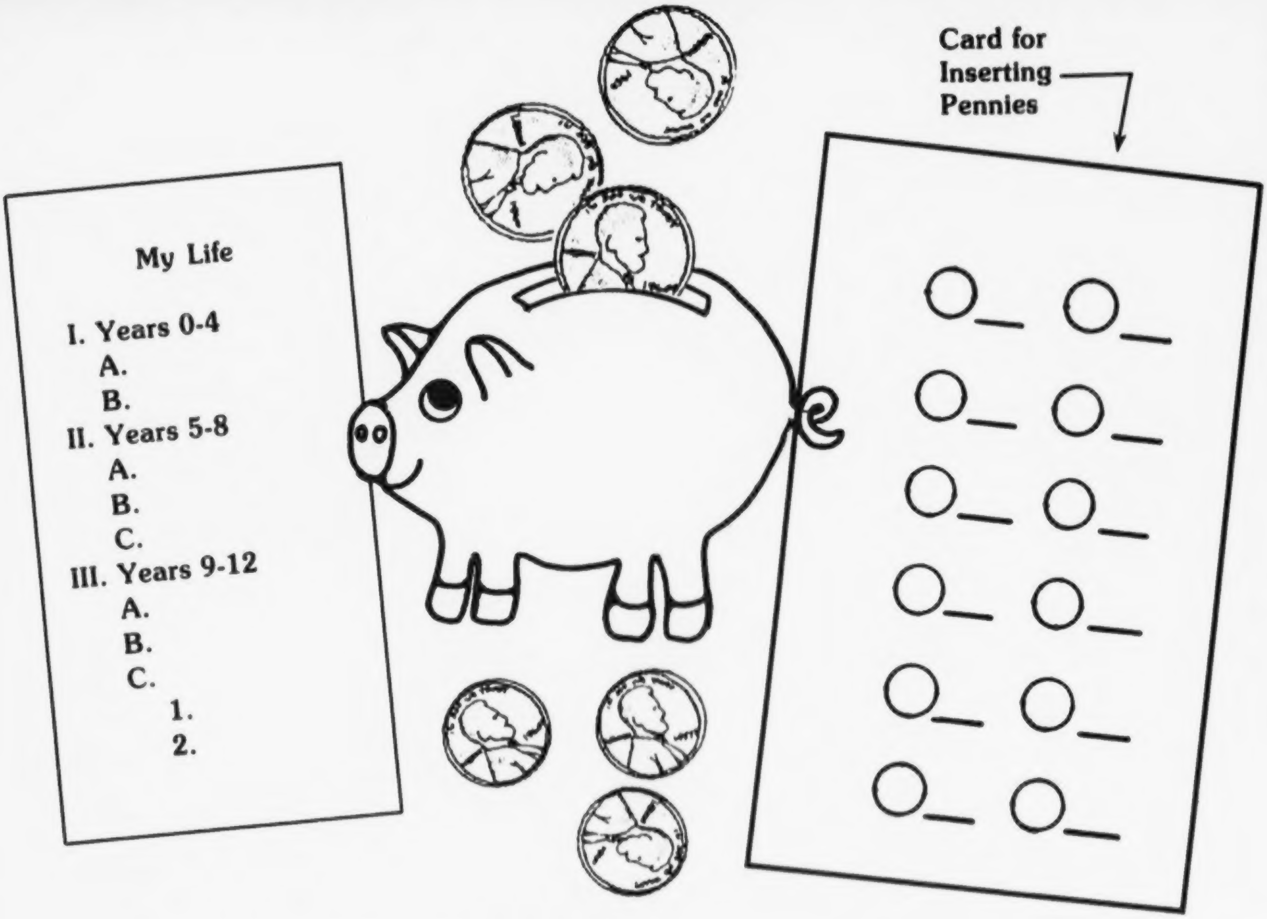
The student will take notes from various sources.

Directions:

Have each student select a famous man or woman in the field of politics and have him consult several sources to research and record important data about that person. Stage a press conference and have one student at a time assume the identity of the celebrity he has chosen, while the other students represent members of the press. The "celebrity" student should make an opening statement and then open the floor to questions.

Follow-up Activities:

1. Hold a vote to elect "Man or Woman of the Week" based on the results of the press conference.
2. Have the students ask a politician in the community for an interview. The students must prepare questions carefully beforehand and tape the actual interview.



My Life

I. Years 0-4
  A.
  B.
II. Years 5-8
  A.
  B.
  C.
III. Years 9-12
  A.
  B.
  C.
    1.
    2.

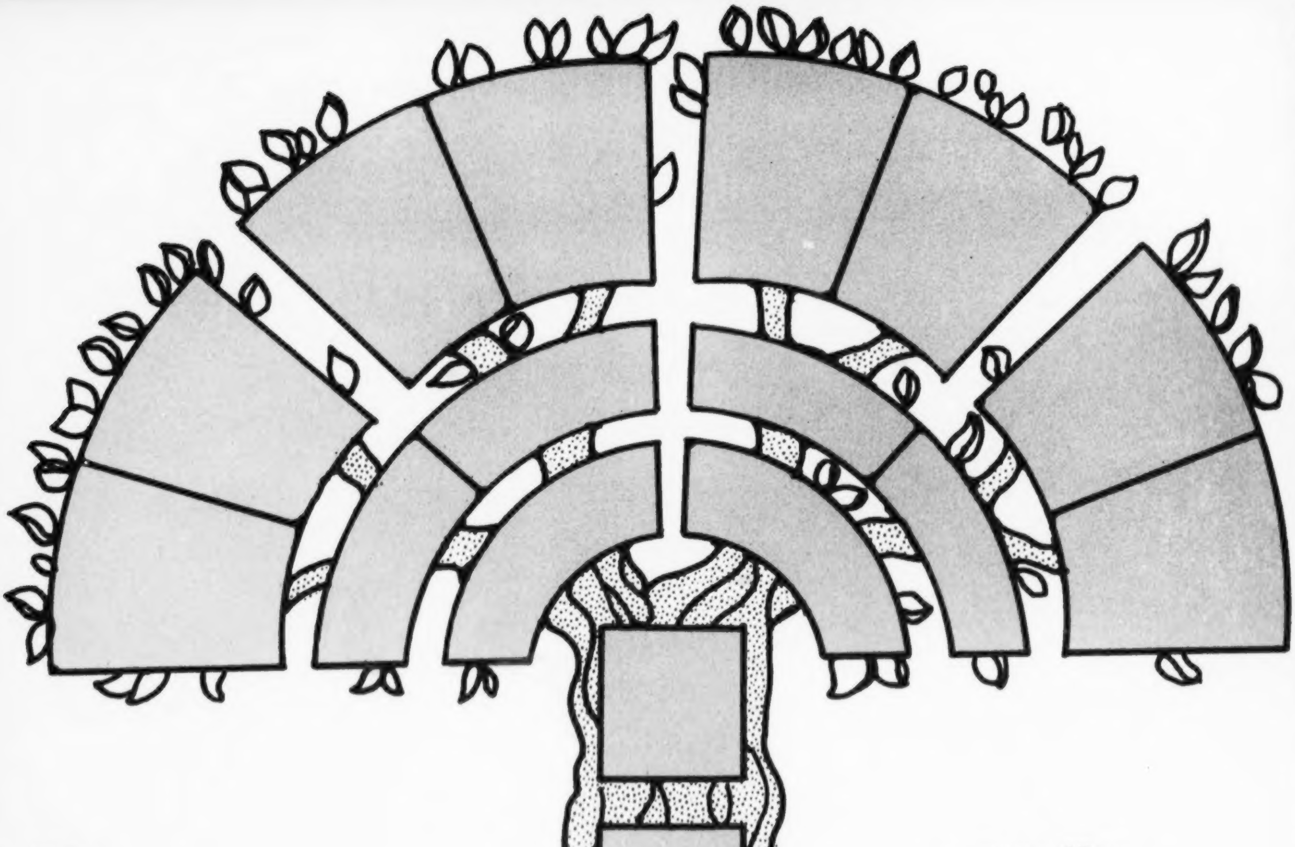
A Penny For Your Thoughts

Skill #940

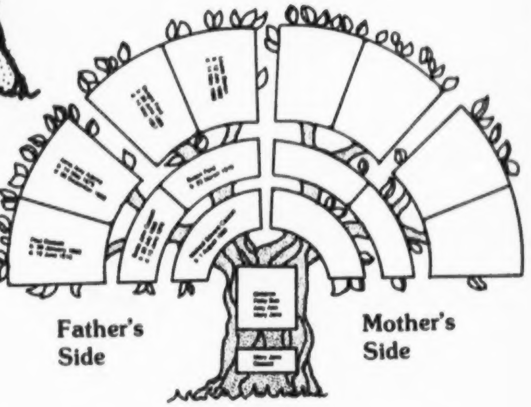
Objective:
The student will arrange details in logical order using an outline format.

Directions:
Have each student begin a coin collection by collecting pennies. He should begin his collection with a penny issued the year he was born and continue up to his present age. After his collection is complete, have him recall some of the most significant years of his life and guide him in making an outline containing some of the major events. A skeleton outline is shown above.

Follow-up Activities:
1. Have each student choose one major division of the outline of his life to illustrate. He may draw pictures depicting significant events or cut them out of magazines and arrange them attractively on a poster.
2. Have each student give a brief narrative of his poster to the group. Afterwards, the posters can be displayed on a bulletin board.



My Family Tree



Skill #940

Objective:

The student will arrange details in proper order.

Directions:

A study of a chain of ancestors is called "genealogy," a word meaning "family knowledge." Students can trace their own roots and learn about their heritages, but they may need to do some detective work in gathering their information. Have them start by asking their parents and older family members for the information needed on their family trees. If they still have unanswered questions, suggest searching old family Bibles and scrapbooks. Church records and those at the county courthouse can be helpful, too. A sample tree is shown above to help the student get started.

A Suggestion:

After one student has recorded his information on the laminated activity with a permanent marker, have him transfer the information to paper. Then the activity can be wiped clean with hair spray and used by another student.

Mississippi Materials and Resource Center
Migrant Education, Gulfport, Ms

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